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the magazine of recreational and educational computing vol 2. no 1 Jan-Feb 1976 $1.50

GAMES & PUZZLES

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FOR COMPUTERS FOR HUMANS

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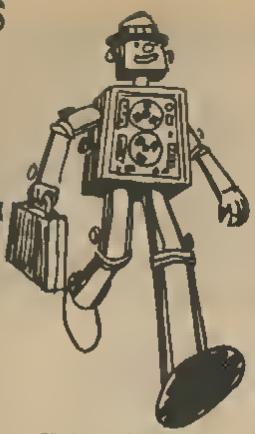

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* * * Circulation Under 1,000,000 * * *

THE COVER

The cover illustration is by George Baker, a watercolor artist, producer and executive in Stratford CT.

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FREE ART BOOK NOTICE

All subscribers who are current as of May-Jun 1976 will receive a $5.95 Computer Art book as part of their subscription. This fantastic book will be printed on high-quality coated paper will have full color illustrations and will portray the works of 40 leading computer artists from Germany to Japan to the USA. The book is edited by Ruth Leavitt, a computer artist (*Creative Computing* cover Vol. 1 No. 2) residing in Minneapolis.

This book will replace both the May-Jun and Jul-Aug 1976 issues. We will resume in standard magazine format with the Sep-Oct 1976 issue.

With luck (and persistence) the art book will be available in most bookstores across the U.S. however we will include direct ordering instructions in the Mar-Apr 1976 issue of *Creative* for those who want extra copies for gift giving etc.

HAVING A MATH/COMPUTER/SCIENCE FAIR? WANT TO MAKE SOME MONEY?

You can sell copies of *Creative Computing* at your next math/computer/science/other fair, conference or club meeting. Simply send us an order for bulk copies. Be sure to mention that it is for a school or non-profit organization and you get a 50% discount off the $1.50 cover price. (Booksellers and commercial resellers get a 40% discount.) Please note: 1) Minimum order 25 copies. 2) Order at least 4 weeks in advance to allow enough shipping time. 3) Include your payment (75¢ x number of copies plus $1.00 for shipping). We can generally supply copies of the current and one previous issue in any mixture. At fairs where this has been done they have sold quantities ranging between 32 and 200 copies (and the students have earned from $24 to $217).

THANKS

A special word of thanks to Graham Kimball of Carleton College, Northfield, MN for the loan of his 15-year collection of computer related cartoons. As soon as we can sort the permissions problem, you'll begin to see some of them on the pages of *Creative*.

A MATTER OF ECONOMICS

Creative Computing has expanded a long way on subscription revenue alone. However there comes a time in every magazine's life when it must seek advertising. In particular, each page of advertising allows us to run an additional 6 to 8 pages of editorial content (articles, games, tests, etc.). Five additional pages of advertising would permit us to run 100-page issues.

Unfortunately most potential advertisers say "Why should I advertise with you? Who reads a magazine or (yecch) newspaper?" Frankly I don't have time to talk to every potential advertiser so I'm asking you readers to write a note to the Marketing Manager or Advertising Manager of your favorite computer/book publisher/electronics manufacturer/etc. and tell them they ought to advertise in Creative. Thanks. — DHA

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It helps us immensely if you renew before your subscription expires but *be sure to indicate on your order that it is a renewal.*

UNCOOL HAPPENINGS DEPARTMENT

Digital Equipment Corp. has withdrawn as a sponsor of the National Student Computer Fair.

On the happy side however, Wang joined as a sponsor. For details about the Fair, See Creative Vol 1, No 5 (pg 32) or No 6 (pg 43).

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Activities that don't require a computer
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MEMBER

DeVries, D. L. & Edwards, K. J. Learning Games and Student Teams: Their Effects on Classroom Process. *American Education Research Journal*, 1973, 10, 307-318.

Edwards, K. J., DeVries, D. L., & Snyder, J. P. Games and Teams: A Winning Combination. *Simulation and Games*, 1972, 3, 247-269.

Fletcher, J. L. The Effectiveness of Simulation Games as Learning Environments. *Simulation and Games*, 1971, 2, 425-454.

Inbar, M. Individual and Group Effects on Enjoyment and Learning in a Game Simulating a Community Disaster. In S. S. Boocock & E. O. Schild (Eds.), *Simulation Games in Learning*. Beverly Hills, CA: Sage, 1968. Pp. 159-180.

Wodarski, J. S., Hamblin, R. L., Buckholdt, D. & Ferritor, D. Effects of Individual and Group Contingencies On Arithmetic Performance. Paper presented at the meeting of the American Educational Association, New York, January 1971.

Learning With Computer Games

Brief History of Sports and Games

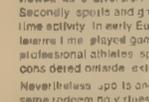
Sports and games have been with us almost as long as we've been down out men. The ancient Chinese and Egyptians devised an astonishing array of mathematical and logical games (Nim, Towers of Hanoi, Awari, Kalah, etc.) The Greeks organized a great many physical games in their Olympic competitions. Medieval knights were responsible for many games played in the courts (Chess, Hex, etc.) Team games are a phenomenon of the last few centuries with many originating in England and the United States.

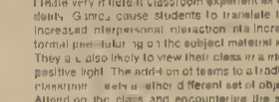
Throughout history the primary thread running through all sports and games is that their intended function has been purely recreational. Games were viewed as a diversion from the realities of life. Secondly sports and games were considered a pure leisure activity. In early Europe only the nobility had the leisure time played games. Even today, except for professional athletes, sports and games are generally considered outside serious pursuit activities.

Nevertheless sports and games have gained a very bad reputation from the realities of life probably enough to assure games a place in history. But there is more. Classical philosophers spoke of games as stimulating discussion [illegible] mental games build the mind. Team games help build the spirit of trust and cooperation.

Games as an Educational Tool

Notwithstanding the last 10 or 15 years of ethical innovation, however, have games ever been used primarily as an educational tool where learning is the primary purpose of playing. Today there is a growing body of evidence which indicates that a combination of learning games and student teams may well be one of the most effective approaches to learning ever devised. In a study by Edwards, DeVries and Snyder (1972) the games-teams combination in seventh grade classes resulted in a significant increase in several dimensions of mathematics achievement. A follow up study in 1973 found that both games and teams represent useful techniques for restructuring classroom processes. The methods are complementary in that they provide very different classroom experiences for students. Games cause students to translate their increased interpersonal interaction into increased information processing on the subject material at hand. They also likely to view their class in a much more positive light. The addition of teams to a traditional classroom sets up a rather different set of objectives. Attending the class and encountering the subject matter is not necessarily made more fun as it is with games. However, students work together on traditional classroom tasks to a much greater degree resulting [illegible] information [illegible] students.





Computer Terminal cartoons. As soon as we hear from the permissions people you'll begin to see some of them on the pages of *Creative*.

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Oil cr studies echo the results above. The learning effectiveness of games has been frequently cited (Allen, Allen, and Ross, 1970; Boocock and Schild, 1968; Fletcher, 1971). Learning games generally create an intense and often enjoyable interpersonal experience. The student is paid to the interdependent task structure which requires interaction among the players (Inbal, 1968).

Teams have been in use longer as an educational technique. Generally it has been found that students in a team outperform students working as individuals. A key reason for the effect of teams has been the high rate of peer tutoring (Wodarski, Hamblin, Buckholdt, and Ferritor, 1971).

As many tried and true because games and teams positively affect different classroom processes, combining the two techniques creates an even more powerful effect on the learning environment. This in turn is translated into greater academic growth as well as increased trust and cooperation.

Computer Games and Simulations

People have written games for the computer almost since its birth. Many tended to be copies of real life sports and games (football, poker, tic tac-toe, etc.). Other games were written as simulations of other real processes with a recreational quality (lunar landing, parachute jump, artillery weapon firing, etc.). Still other computer games were devised mainly for their recreational and mind challenging value (game of life, bulls and cows, bagels, mugwump, etc.).

The educational value of both playing and writing computer games is substantial. They make ideal supplemental learning experiences when teaching about probability, statistics, logic, problem solving, decision making, and value clarification.

David H. Ahl

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Wodarski, J. S., Hamblin, R. L., Buckholdt, D., & Ferritor, D. Effects of Individual and Group Contingencies On Arithmetic Performance. Paper presented at the meeting of the American Educational Association, New York, January, 1971.

DEFINITIONS

In the world of computer education and recreation a number of terms are used which are sometimes confused with one another.

A *Puzzle* is a problem that has a baffling quality or great intricacy that one must exercise substantial mental ingenuity and thought to solve.

A *Game* is an amusement or sport involving competition under a specific set of rules. The competition may be against oneself or against laws of chance such as in solitaire or roulette.

A *Simulation* is a model or representation of a real life process, situation or event frequently on a computer.

One might think of puzzles, games and simulations as having a certain overlap as follows:

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Input/Output

Dear Editor

A few comments on Sept Oct issue Some nice, spirited input Overall A healthy sign I trust. The Compleat Computer Catalogue is a good idea. "On Computer Languages and Toward a Human Computer Language are a good start into the subject. On page 40 I found the Logo example rather confusing though

I liked—Neal the Wumpus but just out of curiosity why must Gregory Yob shoot the Wumpus? A Wumpus seems like a nice sort of creature and probably an endangered species, to boot. Why not *tag* the Wumpus (for a wildlife field survey) or photograph the Wumpus or simply *find* the poor thing and see if it knows anything interesting? Schmuck" now is step in the right direction Throwing mud I can see as a game I would prefer that shooting things not be so universally associated with playing games

What do you value and Life Auction are good exercises. It is certainly a good idea to start thinking about such things as young as possible.

Learning about Smalltalk I thought was really good Keep printing things like that

"Taxi and Bounce should be safe enough, but I suppose some people will be upset by pooper scooper Sigh.

In other words—a good issue

I am working on a short article on the various proposed interstellar messages Are the decoding of the ones proposed and sent so far really obvious to a non-Earth being? If I include a BASIC program for decoding" messages of the prime factor bit string type If I can write a reasonable one, otherwise I'll do it in FORTRAN

How would you feel about an article or series of articles on logic? Starting out at ground zero with syllogisms and working slowly up through propositional calculus and simple digital logic to simple first order predicate. Programming possibilities included, of course

John Lees
Rolla MO

What do other readers think about a series of articles on logic?—DHA

MORE STARTREK!

Dear Editor

I really like *Creative Computing* I think it is far superior to most of the other magazines that are available (and not inside journals like Modern Data) I am not a game freak (I do not even play my own STAR TREK games)—my interest is in simulation STAR TREK acts as a good vehicle for simulating a space war environment My goal is to make the game as challenging as possible by requiring good decisions by the players and by presenting a dynamic environment Among those items your article about Forrester's World Dynamics fascinated me I would like to see more about the Club of Roma reports in *Creative Computing*

Most of the letters I have received from people concerning STAR TREK have been requests for copies of the program. Not too many have been interested in algorithm development. The latter was what I really intended I'll—a clearinghouse of ideas —not copies of various programs. In that context, I am disappointed in its response.

Enclosed is my version of STAR TREK (written in FORTRAN IV G) that runs on our IBM 360-65. I don't know if you really want it—but here it is anyway

Peter Weiss COMSAT
950 L'Enfant Plaza, SW
Washington, DC 20024

Why not write Peter if you're seriously involved and interested in the development of new routines and algorithms for STAR TREK We're not going to print the FORTRAN version in Creative (it would run 12 pages). If you want a copy write to Peter and although he hasn't asked for it why not send him $1.90 to cover his copying and mailing costs. —DHA

HOORAY FOR BASIC !

Dear Editor

Your magazine is great It is just what an high school students who run BASIC on minis with TTY want

Of course BASIC has drawbacks and I wouldn't want to be confined to it for usage but for a student doing a program by reading it BASIC is the best commonly used language. Reading after all is what the programs are for Certainly I like to run some of them but I don't have time to run them all even though I sometimes pick new programming techniques from reading them

When I do run them I usually make several revisions my way and BASIC is easy to change into other languages more so than the reverse. I don't feel you accomplish much copying a program exactly Getting back to my original point it is easy for the author to change to BASIC than for all the readers to try and decipher a more difficult language that they have to training in (if this even better)

I am interested in learning new languages and I like your column On Languages and the articles about SMALL TALK and a Human Computer Language but keep these programs in BASIC

Paul McCullough
Flint Michigan

YOUNGEST SUBSCRIBER ?

Dear People:

Please send me a subscription to Creative Computing I am 7 years old and am in the second grade at Earl C Davis School

Thank you

Lynda Marie Wasala
Ninth Ward LA

(MORE LETTERS ON PG 34)

Ode to a School Computer

by David Ahl

I was stayin' after school a week or so ago
'Cause I told a teacher where she could go

She had me settin' in this big old room
With a bunch of machines that just looked like doom

There's this big Mutha machine with flashin' lights
And a couple of funny lookin' electric typewrites

Well I thought I'd type somethin' for the fun of it
So I hunted and pecked out just one word — "shit"

Before I could lean back in my chair and get steady
That machine typed WHAT, and then it said READY

So I typed a whole line of them four-letter words
But it just replied WHAT and READY like it hadn't heard

Well I figured since I couldn't go out fishin'
I'd teach that stupid machine to listen

So I picked up this book called *Teach Yourself BASIC*
And sat down at that Teletype prepared to face it

First I found to make that machine type my bit
I just had to put a PRINT in front of it

And then I found out that thing could add
And subtract and multiply and divide like mad

I found out too it knew all kinds of games
Like craps and blackjack and a cannon to aim

I was havin all kinds of fun when that teacher walked in
She just looked at my output and started to grin

I kind of sheepishly asked if I could stay a while more
She said, "Sure, when you go just shut the door."

I tried some more games like football and poker
And a parachute jump written by some kind of joker

There was one where I could try to land on the moon
It would crash and blow up if I fired the engines too soon

Well, I played on through supper and into the night
And then finally quit when I saw dawn's first light

Some gals I know are a whole lot cuter
But I found a new kind of high with that computer

COMPLEAT COMPUTER CATALOGUE

We welcome entries from readers for the "Compleat Computer Catalogue" on any item related, even distantly to computers. Please include the name of the item, a brief evaluative description, price, and complete source data. If it is an item you obtained over one year ago please check with the source to make sure it is still available at the quoted price.

Send contributions to "The Compleat Computer Catalogue." *Creative Computing*, P.O. Box 789-M Morristown NJ 07960

BOOKS AND BOOKLETS

TICCIT, PLATO IV REPORTS

Two evaluative progress/status reports about the PLATO IV and TICCIT CAI systems are available from the National Science Foundation. Some 800 PLATO IV plasma/microfiche terminals are now in use served by the host installations in Illinois and Florida. TICCIT uses a computer/user controlled color TV terminal and installations are operative in Utah, Arkansas, and Virginia.

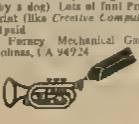
Also available from the NSF are summary abstracts of 1975 awards granted by the Technological Innovation in Education Section Progress reports and awards listing free.

Erik D. McWilliams, Technological Innovation in Education Directorate for Science Education, National Science Foundation, Washington DC 20550

MECHANICAL GARDEN

This wild 192-page book by Darrell Forney is a collection of graphics from the commonplace (old postcards catalog illustrations) to the unexpected (schematic diagram of a hollow planet UFO photo) to the bizarre (1890 African superstitions illustrated, sewing machine powered by a dog). Lots of fun! Printed on newsprint (like *Creative Computing*) $5.00 postpaid.

Darrell Forney, Mechanical Garden, Box 35, Bolinas, CA 94924

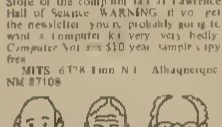


MAGAZINES, JOURNALS, NEWSLETTERS

COMPUTER NOTES

Computer Notes is a substantial monthly tabloid newspaper serving the Altair Users Group plus anyone else interested in the Altair line of computer kits. It carries articles by MITS engineers and software people as well as letters from users, questions and answers, software notes, etc. Dave Bunnell (an capable editor of *CC* may 1) is actually has some interesting rumblings also a description of the World's First Computer Store of the computing age in Lawrence Hall of Science. WARNING: if you get the newsletter you're probably going to send a computer kit very very badly. *Computer Notes* are $10 per year; sample copy free.

MITS, 6328 Linn N.E., Albuquerque NM 87108



BYTE

Byte is a new magazine edited by Carl Helmers who previously produced the *Experimenters Computer System* newsletter on building a computer from scratch. It bills itself as "The small to the point computer systems journal" and basically covers the computer hobbyist field: hardware projects using surplus equipment, interesting games programming (in low level or machine code), etc. The third issue (Feb. 1975) contains an article typical in size and mix of volatile memories, chip designs, parallel output interfaces, a new ROM programmer, writing pseudo instruction sets, and the inescapable game (machine code, for those into hardware this time). Great mag. Monthly, $6.00 per year, $1.25/issue single copy, $1.50.

Green Publishing, Peterborough, NH 03458

THE COMPUTER HOBBYIST

An excellent technical hardware newsletter. Tutorial articles, construction, cassette interface, surplus parts and how to use them, an HO8S graphics system, etc. Builders Forum section. Not which I'm mad over, seem to like this one the best. Monthly. So-yes. Back issues: Inaugural Dec '74) or sample copy 50¢.

The Computer Hobbyist, Box 295, Cary NC 27511

GAMES AND SIMULATIONS

SERIOUS COMPUTER GAMES

Eight seminal computer games are available on paper tape from DEC. They are: Planet Management, Mugwump in the Mere Stitching Springs, Orthography, Friction Force Primer, Sun, Population, Photosynthesis, and Reaction. Magnesium in Hydrochloric Acid, $8.00 each.

Diane H. King, Education Research Group of America, Rockefeller Building, Cleveland, OH 44113

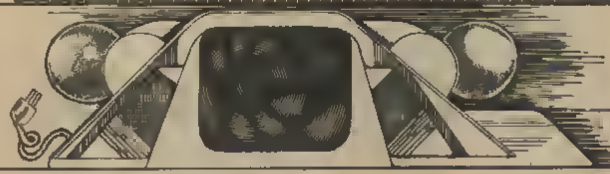
GAMES FOR CLASSROOM EARTH

The dozen Space Game freedom games with Spanish, French, German, Italian, Dutch, Swedish, Danish, Norwegian, Greek, Esperanto, Yiddish, Latin, Hawaiian, Pig Latin, Zephyrian, Finnish, Russian, Arabic, Chinese, Japanese, Braille, Morse, Pirate, Cockney, Swahili, Hindi, Urdu, Sanskrit, Gaelic, Welsh, Basque, Navajo, Apache, Sioux, Cherokee, Iroquois, Algonquin, Ojibwa, Hopi, Zuni, Aztec, Mayan, Inca, Quechua, Guarani, Tupi, Carib, Arawak, Eskimo, Aleut, Tlingit, Haida, Tsimshian, Kwakiutl, Nootka, Salish, Chinook, Shoshone, Ute, Paiute, Navajo, Apache, Comanche, Kiowa, Pawnee, Osage, Mandan, Hidatsa, Crow, Cheyenne, Arapaho, Blackfoot, Sarcee, Assiniboine, Cree, Ojibwa, Micmac, Abenaki, Penobscot, Passamaquoddy, Malecite, Micmac, Montagnais, Naskapi, Beothuk, Inuit, Aleut, Eskimo

A CREATIVE COMPUTING EXCLUSIVE!

SPAN-O-VISION

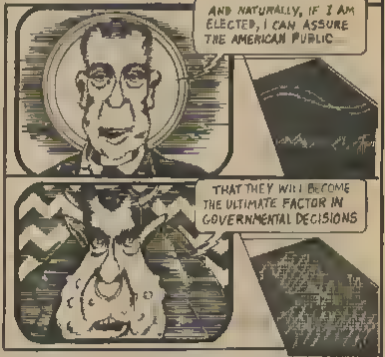
What suspense! Last issue, the massive machinations of Span-O-Vision produced its first VIS-U-COMP rendition, conjuring an unnerving scenario in which computers are nearly rejected en masse by an enraged society, only to rescue themselves with an astounding shift of focus! From the irritation of much misuse and quackery, commercial computer technology develops a pearl:



The Val-U-Graph Generator!

This device enables a home viewer to perceive when someone on T.V. is telling the truth! A special PSYCHOLOGICAL STRESS EVALUATOR UNIT reads variances in voice frequencies, determines stress, computes, and signals when a person is fibbing! Feb. 1987- Panicked legislators rush a bill through Congress prohibiting its use in legal proceedings and bans direct judgement of utterances on T.V.

Undaunted, commercial interests and T.V. industry backers devise a prime-time series in which politicians are invited to debate. Computers are programmed with all pertinent information. The debater's voices are fed into the PS Evaluator, and converted into graphic images, colors, and simultaneous electronic soundtrack based on voice frequency modulations!


AND NATURALLY, IF I AM ELECTED, I CAN ASSURE THE AMERICAN PUBLIC
THAT THEY WILL BECOME THE ULTIMATE FACTOR IN GOVERNMENTAL DECISIONS

It is then the task of viewers to debate the credibility of the speakers from evidence within these images (by predetermined criteria)

Gosh! But amazingly, there's more. The home viewer may then extract claims of politicians, punch into huge terminal linked to huge atomic-powered ENCYCLOTRON (a SPAN-O-VISION evolvement) and receive a brief cinematic scenario immediately following said claim, along with its probability rating!

Once again the world is safe for democracy.

Knocking the biggest is an old tradition. Today IBM not only makes as much profit as all the other computer manufacturers combined, it also receives as much criticism as all the others put together. Some of the judgments are deserved. Still IBM must be doing something right. Even though IBM computers aren't the fastest or the best, the company has built up a reputation for service and support that competitors find hard to beat. Detractors say that computer buyers are preconditioned by IBM's past record to accept IBM as the greatest.

MITS has sold thousands of the Altair 8800 microcomputer kits - many more than all the other kit makers combined - and has been widely criticized in the hobbyist newsletters for late delivery, for poor design, and for an inadequate manual. All true, yet the Altair continues to outsell all other kits. How long this will last, however, is a big question. Although MITS may be sold to have gotten there "firstest" new companies are appearing with kits that may turn out to be the "mostest" - and which may become bestsellers. But no matter how good a kit a competitor may have, he'll have to go a long way to make it as well-known as the Altair, which is heavily advertised especially in technical trade magazines, several of which are found—in the complete four-color, 24-page 8800 brochure.

Building the Altair 8800

Starting to build the 8800 is pretty much like starting a Heathkit radio receiver. There are instructions telling how, and a drawing that shows where to install the ICs (integrated circuits), followed by similar sections on installing the resistors, capacitors, etc. The MITS manual is not as detailed as a Heathkit manual, nor would one expect it to be. However, there are some problems in building the 8800, sometimes due to information lacking in the manual, sometimes due to what seems to be poor mechanical design, and sometimes because of a lack of thoroughness by the manufacturer in checking out the parts lists. The parts supplied and having the two match up. For instance, some of the solder pads for capacitors are so close to other pads or to printed wiring that a solder bridge is all too easy to make. The installation of the heat sinks calls for silicone grease, yet the parts list doesn't mention any. So you go buy some, and after finishing the kit and checking out the parts left over, you find that what looks like a bit of white paint in a small capsule is the heat-sink grease you needed. There are other leftover parts that will make the builder wonder if he left anything out. Each front panel switch comes with two nuts, lock washer and positioning ring. Yet the drawings show only a nut used with each switch. What about these other parts?

Anyone building an 8800 should first learn to tell the difference between 6-32 and 8-32 screws and between #4 and #6 washers. Even after he does, he'll have trouble with the screws, nuts and washers because what is supplied doesn't match up with what is called for.

Questions will arise that most builders won't be able to answer for themselves, and which they will probably have to write (or call) MITS about. For instance: "Is there any difference, on the 4K memory boards, between the SN74LO4 ICs called for and the SN7404 ICs provided?"

The 66 Wires

One of the biggest problems familiar to every 8800 builder is that of the 65 three-foot wires, which must be soldered one by one into holes around the edge of the Display/Control board. No matter how careful the builder is several are bound to pop off if not at this point then later when the other ends of the wires are soldered to the expander board. MITS eliminated this problem in their new kit for the Altair 680 (based on the Motorola 6800) in which the computer board plugs directly into a connector on the front panel board.

The various resistors and capacitors that have to be outboarded on several 8800 boards seem to indicate that this Altair wasn't fully field tested before the design was frozen.

Sooner or later in the middle of constructing the 8800 the builder realizes he should have read the entire manual before soldering a single component so that some of the required modifications can be made at early stages. Thus he might prefer to solder the ¼ inch braid to the bottom of the power-supply board before screwing this board to the chassis. Not that it's impossible to do later on but it's not easy at the point it comes up in the manual when there are so many wires hanging on it and it must be put back into place with all those spacers and screws.

Programming the 8800

After finishing the 8800 the builder is given a simple addition problem to enter into the memory and run. But after he enters the program and glotz results he may find—if his 8800 uses 4K memory boards with Signetic 2604 RAMs many of which do not meet the required specifications for access time and refresh period—as the MITS newsletter puts it (in recalling all such memory boards)—that various bits will drop out and the program will not run correctly. This is somewhat disheartening even if he can make the program work by relocating it in an unaffected part of memory. Only one other program is provided in the manual a multiply program.

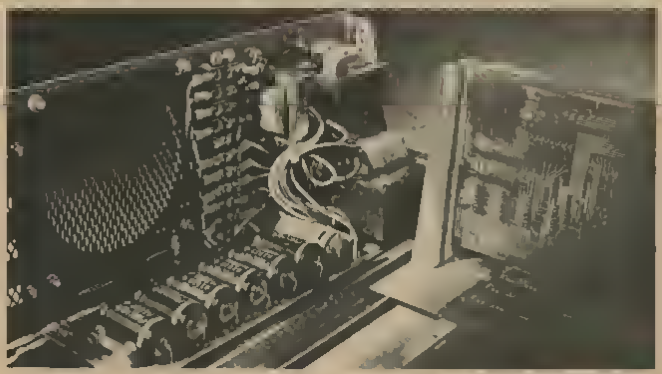
Checking out the finished 8800 requires a great deal of flipping the front-panel switches up and down. The switch-handles are so short protruding less than 3/8 inch beyond the panel, that the front-panel lettering can soon be worn off and one's nerves soon worn down as well. Longer handles preferably with flattened ends should have been used.

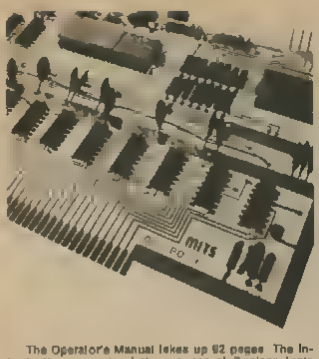
The 8800 Manuals

Let's take a closer look at the manual or as MITS puts it the set of manuals. The 62-page Assembly Manual is fairly well done and shouldn't give much trouble to anyone with even a minimum of kit building experience. The problems are more with assembling the parts rather than with the instructions themselves such as the 65 three-foot wires that break off so easily the LEDs that somehow must be made to protrude just the right distance from the Display/Control board the jungle of wires in the power supply etc.

The Theory of Operation Manual & Schematics more closely resembles the set of notes a design engineer might make and then hand to a technical writer with the request to make a manual out of this. Only a computer design engineer or a hot shot technician could get a good understanding of how the 8080 works from these 15 pages of text and a half dozen schematics. The most important ICs are shown as blank boxes without any explanation of what goes on inside the 8080 MPU 8212 (system status latch) and the memory ICs.

The discussion takes much for granted. Note that the PRDY and HOLD signals are synchronized to the leading edge of the 62 clock although it isn't at all that obvious to most of the readers. The entire discussion of the CPU is on two pages and that's all the Display/Control board operation gets. The Power Supply operation is covered in ten sentences. These pages tell a little of the *what* and *where* but little of nothing about the *why*. There is no discussion of the CPU or Display/Control on board regulator schematics.





The Operator's Manual takes up 62 pages. The introduction consists of three pages of Boolean logic and truth tables. Two on electronic logic gates, a paragraph on number systems, three short pages on the binary system, a page of generalities on computer programming, two pages on a simple program for adding two numbers, and a page on computer languages.

The part on Organization of the Altair 8800 includes a page with a block diagram but without any explanation whatever, five pages on the CPU, 2/3 of a page on memory, three sentences on the clock, and a third of a page on Input/Output. One sentence notes that subtraction and division are implemented by inverse addition, yet inverse addition is left unexplained by word or example, not even binary addition is shown. Figure 2-3, The Working Registers, is different enough from Figure 2-2, the CPU diagram, to cause confusion. Only a few of the CPU blocks are explained, leaving many others to the reader's imagination.

One Part in Detail

One part of the manual is explained in detail, telling how to load a simple program that adds two numbers, using LDA, MOV, ADD, STA, and JMP. The meaning of each mnemonic is explained, then the mnemonics are repeated along with the hi patterns they represent. This is then repeated with octal equivalents of the bit patterns. The loader is then shown how to enter the program with the front panel switches, all very clearly. A short section 2/3 of a page, tells how to store the numbers to be added, in detail.

This whole section is written in the detail that the whole manual should be, with all the explanations the reader should be given. But perhaps this detail is given here because this is the most important part of the entire manual, without such detail the builder can't figure out how to run a simple program, and thus won't be able to use the computer for several weeks or months, stalling.

The only other program in the entire manual is for binary multiply, unaccompanied by a single word of explanation.

The single page on Memory Addressing describes in several sentences each, the various addressing modes for the 8800. The page of Operating Hints covers three items: pinpoints your programs' octal NOPs through a complicated program so that new steps can be added if necessary, for debugging, use the SINGLE STEP switch and observe the status LEDs.

The rest of the manual, 45 pages, covers the instruction set. For each, the manual gives the mnemonic, bit pattern, what operation is caused by the instruction, what status bits are affected, and sometimes a brief example. The example assumes some knowledge of programming, as does the paragraph on operation. For DI, the operation paragraph reads "Implementation of the DI instruction resets any interrupt flip flop. This causes the computer to ignore any subsequent interrupt signals."

Again, this explains what and where, but not why. There are no programs other than the two brief ones, for add and multiply, to demonstrate the use of all these instructions, as these should be to help the reader write his own programs with them. Many readers won't be able to progress beyond using only a few of the basic instructions, unless they get some help, either in the form of sample programs or a text on the use of this (or a similar) instruction set.

These 45 pages are fine for a programmer already familiar with assembly language, but the beginner will be almost totally lost.

An appendix of 5½ pages condenses the instruction set into tables.

Memory for the 8080

Since some memory is needed to make the computer work, let's take a look at the documentation for the 4K RAM board. The 2¼ pages on Theory of Operation explain the refresh operation with schematic references, telling *what*, but not *why*. Other than to say, other several paragraphs about which pulse goes where, that the output of this circuit provides a 500 nanosecond +12 volt pulse to the RAM IC's to accomplish the required access.

The parts sheet says diode D2 will be a 1N746A 3.3 volt zener, unless "your kit is supplied with the Intel C2107A's," in which case this diode will be a 1N4733 5v zener instead. Mine was a 1N4742A.

The last page contains a modification to the power supply, to add a paralleled pair of resistors, but nothing at all on why.

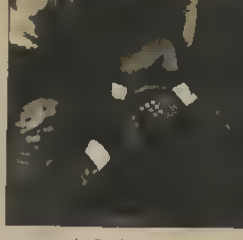
The first impressions must end here, because I'm waiting for MITS to return the 4K memory boards and to send some software. Next time, we'll look into the programming, both in assembly language and in BASIC, and into more of the hardware, including interfaces.

Despite the Knocks

Despite all that can be said against the Altair 8800, it is well on its way to becoming the best known and most-used microcomputer kit of the decade. It may not be the best (the Sphere seems to have many advantages), nor the most supported (the Sextet provides much more software help, in print), but it is today's bestseller. And unless some other company can fight this already well-established computer kit with a bigger and better advertising campaign (and not necessarily with a better computer kit), then the 8800, the 680 and future Altair computers will give MITS the micro-equivalent of IBM: continuing and overwhelming success.

Calculators in the Classroom

Pro: Calculators make tedious math fun, fast and accurate, educators and students agree. When used for creative problem solving, motivation in students seems spontaneous.



Con: Mechanization of fundamental classroom skills may leave kids unable to do simple math on paper. The cost for electricity or batteries may make operating the device daily too expensive.

by Deedee Pendleton

Conrad, a Washington, DC, second grader is 1 billion 296 million seconds old right now. Or if you prefer seven years three months and five days. If you ask him how he knows, he'll tell you he figured it out on his calculator. If that sounds a little unsettling, relax. Conrad is getting a first hand lesson in using his father's $40 electronic hand calculator at school. And although some parents are complaining the basics of education are being undermined by machines the kids seem to love it.

Pocket math as it is called has been assailed as all sides but both the manufacturers of electronic hand calculators and progressive educators are anxious to see one in every classroom, if not one at every desk. Some first graders are already doing basic addition with calculators the minute their teachers feel they understand the principles, and high-school and college students are buying calculators as if they were radios.

Some calculators cost as little as $20 or about the same as some text books, and instructors say they could become required equipment in advanced math classes. The pocket-sized units are already replacing textbooks in elementary schools and numbers are hoping that what once seemed to children a tedious labor may through the calculator become fun.

Opponents of calculators say that kids won't know how to count if their calculator batteries ever go dead just as TV-oriented students no longer seem to know the basics of grammar and spelling. The device critics contend, will make pencil and-paper math obsolete.

But instructors who are using them take the opposite stand. They say that calculators stretch the student's interest, allow for more relevant kinds of problems (how far is it to the moon?) and increase motivation. Because of their speed and accuracy calculators lend themselves to complicated problems previously avoided by grade-school teachers.

"One of the important uses of hand calculators is to enable children to solve more interesting problems, and to work out large divisions which would otherwise discourage them," says George Springer an Indiana University mathematics instructor. Thus overcomplicated problem solving becomes unnecessary.

Teaching the basics before letting the child experiment with the calculator many arithmetic teachers say is essential for the machine's best use.

The hand held calculator can be a very valuable tool, but only to an operator who understands the basic ideas, concepts and meanings behind the instantaneously generated answers it provides," says Frank S. Hawthorne of the New York State Education Department. Unless the abacus a calculator provides little or no help in learning computational skills.

Calculators will help children adjust more readily to a technological world, Springer says, and will make it easier for them to understand decimals, on which the metric system is based.

There is some opposition to the calculator in the classroom, admits Douglas Lapp, a Fairfax County (Va.) science curriculum specialist, but he says it isn't always valid. "Americans are particularly prone to think technology will offer easy solutions to everything when in fact it simply solves existing problems but does nothing systematically.

"The fundamental problem in math education still is that kids too often don't know the meaning of mathematical education and won't learn any more than they did by rote memorization," Lapp says. "We need to first give them concrete specific solutions as physical models for multiplication, which they can later transfer to concepts." Jill Herlick, an elementary school math specialist, agrees. "The calculator doesn't think for you it doesn't have a brain." She says that once her students can understand the theory of multiplication they can adapt their knowledge to their imaginations.

Kids *normally* think about the universe, they love to manipulate large numbers because it makes them feel important. Why stop [the child] from thinking beyond these numbers just because he doesn't have the tools yet?

New mathematical principles adopted for the calculator classroom are unavoidable Herlick maintains. More emphasis is placed on estimation, or on learning to judge which of the answers the calculator gives is reasonable. In addition decimal placement becomes much more understandable she says, because the calculator is able to provide answers of 6 to 12 digits far beyond a young child's ability to calculate on paper. Children too often become bogged down in the complexity of a problem on paper "and lose sight of the problem they are trying to solve, while the calculator eliminates the long rows of numbers usually associated with four digit multiplication problems.

Douglas Grouse, a University of Missouri mathematics education instructor holds that educators "must pay careful attention with regard to how we use [calculators] to the class-

Calculators

room ? dont think availability will necessarily eliminate the need to be able to calculate by hand However the calculator may shift the emphasis away from proficiency in hand calculations to a greater emphasis on the meanings of the operations and when they can be appropriately applied Growney recommends using calculators in conjunction with basic arithmetic skills by for example providing them to students to check handworked problems

But Herlick maintains that using the calculator for a combination of processes is essential You're defeating the purpose if you only used the calculator to check answers The child wouldn't be learning to use the principles of the calculator"

The primary question in her view, is "Does the student know what he's doing?" Much more emphasis must be placed on What does it all mean? than on How fast can you get the right answer" These most opposed to calculators have gone so far as to ban them from the classroom fearing that the device could become a crutch and keep students from learning the basic mathematical skills. Another argument for calculators though is that they make complex and realistic teaching exercises possible How many cubic centimeters would it take to fill this room?) First graders, Herlick says love to plan a family vacation, calculating costs of gas motels and food

A survey of teachers, mathematics class and laymen by MATHEMATICS TEACHER magazine has revealed that 72 percent of those polled opposed giving every seventh grade student a calculator to use, during his secondary education but 9% percent agreed that "available use of calculators will permit treatment of more realistic applications of mathematics thus increasing student motivation"

In Virginia's Fairfax County math teachers voluntarily agreed to permit high-school students to use calculators for homework and for some class assignments but in forbid their use on tests unless every student in the class has one.

"With prices so low for calculators, it's no more a flight of the imagination to buy a calculator than it would be to buy a textbook" Springer says. When industry uses metrics and decimals exclusively he adds students taught to use calculators in school will be able to adapt quickly There is one calculator for every nine Americans and students who can't afford their own often borrow calculators from their parents The device has become an essential part of training in statistics and computer science.

By 1976 the price of some calculators is expected to drop to as little as $10 If it does the possibility of applying public schools with them and consequently incorporating them into elementary- and high school math programs may become very real

It appears as though Deedee Poulin too could have used a calculator her self when she wrote her article on "Calculators in the classroom." Her opening sentence states that Conrad, o Washington, DC second grader is 7 years 3 months and 5 days old and that this figure can be ! billion 296 million seconds If she had checked her second grader's results with her own calculator she would have seen that Ian age actually figured out to slightly less than 238 *million* seconds!

A billion seconds is actually quite a long time One of the schoolgirls used to impress upon the general public the difference between a million and a billion (particularly when the Federal budget is being discussed) is to point out that a *million* seconds is just over 11½ days while a *billion* seconds is about 6 months short of 32 years!

William A Robinson P.E
Salem Mills, IA

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Tips for Buying A Pocket Calculator

By PETER WEAVER

Miniature electronic calculators could become as common on kids desks as pens pencils and rulers

So says the superintendent of a major urban school system As the price of these tiny mathematical wonders drops drastically more and more students will be able to afford them

Right now you can buy a basic four-function model (add subtract multiply and divide) for as little as $19 95 The lowest price a year ago was closer to $30 Next year the price for the least expensive models could drop below $15

Whether a student should be using a calculator for daily homework depends on how much he has been taught and how much he can learn from the machine. Some say the little machines are great and take a lot of the dull donkey work out of working with figures Others say the calculators could become a crutch and prevent the student from really learning the fundamentals Some compromises by saying up to junior high school or so students should do their homework the old way and only use the calculators to check their results.'

In high school and college calculators can greatly speed up project work in math science and business administration courses But in high school students probably need more sophisticated calculators which can retain sums in a memory and can do percentages or square roots These machines cost around $70

Whether you're buying a calculator for a student going back to school or for yourself to use around the house (shopping checkbook balancing) here are some things to look for

● Keyboard Are the keys hard to depress? Are they too close together for your fingers (pressing two down at the same time)? Do you know when you've registered a figure by a click or a sense of touch?

● Number display Are the numbers easy to read? Or are they in broken lines (that tend to make eights look like zeros? Can you read numbers at an angle (some cheap models require reading head on)?

● Batteries How long do the batteries last before changing? Some last only eight hours others last 100 hours In an AC wall plug available?

● Logic Systems Some calculators base their computing logic on a mathematical system others base computing on a stacking system or algebraic system Algebraic is easy for average users to understand because it works in the way you would state a problem 100 minus 25 equals 75?

● Warranties Most manufacturers give one year warranties and are pretty good about living up to replacing defective machines But who has to send the machine back to the manufacturer you or the dealer? How long does it take for repairs? For the inexpensive $19 95 calculators it probably isn't worth it to have them repaired after the warranty runs out It would cost too much A few dealers are giving two-year warranties on machines costing $35 and up

Don't buy extra mathematical functions you won't need no matter how exotic and prestigious they sound If you see needless expense

General Purpose Calculator Ratings

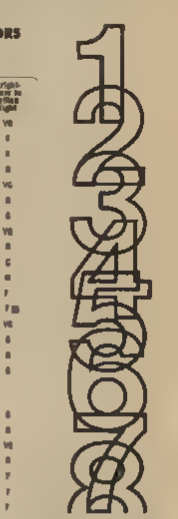
Consumer Reports rated general-purpose pocket calculators in their September 1975 issue. These are the units that are one step up in functions and features from the basic 4-function unit. One important message: DON'T BUY EXTRA FUNCTIONS UNLESS YOU NEED THEM. The article and reviews were excellent and we recommend looking at this issue before you invest in a pocket calculator.

Presented below are some of the performance factors that went into the ratings. The table is in order of overall rating.

PERSONAL CALCULATORS: PERFORMANCE FACTORS

KEY: E, Excellent; VG, Very Good; G, Good; F, Fair; P, Poor.

	KEYBOARD			DISPLAY		
GENERAL PURPOSE	Entry	Versatility	Key-stroke repeat	Readability	Viewing angle	Brightness in office light
KEYSTONE 2000	I	G	G to VG	G to VG	E	VG
CORVUS 410	E	E	G	E	F	G
LEXAS 5005	E	E to VG	F	G	G to VG	E
CASIO MINI-PRINTER	I to G	F to G	F	E	VG to E	E
SUNMIT 8L5MA	VG	E	G	G	VG to F	VG
TEXAS INSTRUMENTS 2500	F	F	G	E to VG	G	E
SHARP ELSI-MATE	F to G	G	F	E to VG	VG to F	G
APF MARK VC	F to G	E to VG	F to F	E to VG	VG to F	VG
SHARP ELSI-MATE	F	F to G	E	E to VG	VG to F	E
CASIO MINI-MEMORY	I to G	F	G to VG	F	E	G
CORONADO CLIPPY	I to G	F	E	E to VG	VG to F	G
SONOMA 8000	VG	F	P	G	VG to E	F
CANON LEXTA	F to G	E to E	F	E	F	F
MORTHEN VC1	F to G	F	F	E to VG	F to G	VG
LLOYD'S CORTA	F to G	VG	P	E to VG	F to G	G
UNICOMP 7200D	E to E	VG	P	E to VG	F to G	E
SHARAH CAMBRIDGE MEMORY	F	F	E	P	P	G
SCIENTIFIC						
TEXAS INSTRUMENTS 2500	E	VG	F	G	VG	G
HEWLETT PACKARD HP35	G	E to VG	VG to F	E	E	E
COMPUTRONICS CS	F	VG	E	G to VG	VG	VG
COMPUTRONICS CS-400	F to G	VG	G	E to VG	G	E
HEWLETT PACKARD HP21	VG	VG	G	G	F	F
SHARP CS-10	F	G to VG	F to E	E	E	F
BOWMAR MX140	E to G	VG	P	G	E	F



Pocket Calculator Tricks!

Punch these problems into your pocket calculator, then turn it around (180°) to read the answer. For loads more of calculator problems, see the four calculator books in the *Creative Computing* Library advertisement.

An Ancient Arab Proverb
0.1283 x 3 + 47 x 16

Where?
71 x 2 + 8.15488 x 5

And Then What?
121 x 37 + 0.25 x 16 ÷ 2

John Jackobs
Heidelberg College

The Stock Market is Dropping!
$(508^2 - 16^3 + 5^2 + 2) \times 0.03$

Familiar Principle
$(.644561)^{4.5}$

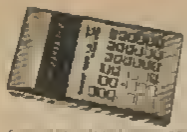
That's A Big One!
$50 \times 125^2 - 288^2 + 120$

POOR HOUSE

If you buy 100 000 shares of IBM stock (ENTER 100000) on margin at $148.18 per share (ENTER x 148.18), pay $472 commission (ENTER + 472), and the price goes down 25% (ENTER x 0.25), what do you find yourself in?

David Ahl

7 POCKET CALCULATOR GAMES



PAGE 78

Now your informative and versatile machine is going to tell you the month and day of your birth together with your age. Hold on to your hat!

Take the number representing the month of your birth (January is 1, February is 2 and so on) and multiply it by 100. Add the date of your birth. Multiply by 2, add 9, multiply by 5, add 8, multiply by 10, subtract 177, add your age and subtract 108. The result will be a five digit number, the first digit will tell the month of your birth, the next two the date, the month that was 08 if I was born in the 8th month and the last two your age.

If your math dates out give you advice in addition. Suppose you're using the UK units put Hour and you want to know what advice your old Uncle Will has in the situation. Divide 1185 by 2.06 3767 and read the answer upside down. If you are the right half of the hill would be better off if you scroll down until the 1 is at the right side up.)

If you want to go back in the calculator's history, I rather enjoy the notion of displaying the first few digits of the preceding result, so I multiply 7314 and read off the answer upside down.

Reach in your pocket and pull out whatever change is there. Count the amount and with the total as the starting point record a whole number between one and ten. Do the following things: multiply by 10, add 1, multiply by 2, add 21 and multiply by 5.

The result will be a number ending in 15. Discard the 15 and subtract from what is left. The answer will be the amount of change you started with.

Here are five tricks, each of which can be performed from 0 through 9. Each trick is explained in the following section.

Trick 1: Without changing the order of the starting digits from 1 to 9, make five groups of two digits and the two groups of three digits that produce the largest possible product.

Trick 2: How can you put three digits and one has two the answer has five 1

Answer: 715 × 46 = 32890

Take a number having any reasonable number of digits (as many as you may) and go through the following abracadabra:

Multiply by 2
Add 4
Multiply by 5
Add 12
Multiply by 10
Subtract 320.

The result will be a number ending in one or more zeroes. Drop them and you will be left with the number that you started with.

Suppose you start with 52871. (You'd better write it down.) Then:

52871 2 + 4 5 12 10 320 528710

Starting with any three-digit number as long as the digits are different from one another, select from that and a combination of the digits that will produce a three-digit number. Then multiply these two numbers together. The product contains all the digits that were originally used.

It might strike you that there is a search for a needle in a haystack. In fact, however, there is only one combination to be found. (Hint: One of the multipliers is 51. You therefore can limit up your calculator on some trial multiplications of 51 and the digits from 1 through 9 until you find a combination that gives you an answer consisting of 3 and the multiplier you multiplied 51 by.)

$$\begin{array}{r} 51 \\ \times\ 16 \\ \hline 306 \\ 51 \\ \hline 816 \end{array}$$

You can drive yourself a bit closer to distraction by trying the same thing with four digits. In this case, as with three, you can arrange them in any way (4716, for example could be 4 × 716, 47 × 16, 471 × 6, 7 × 416 and so on).

2187 and 51 = 4131
1395 = 27 × 187 − 18
1764 = 51 × 69 − 75
The possible solutions are 8 × 479 −

The number 3025 displays a remarkable quirk when it is split into two parts, 30 and 25. Add the two parts and square the result.

Here's a challenging new 2-person game to play on your pocket calculator.

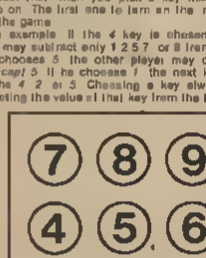
THE KEYBOARD GAME

by L. D. Yarbrough

Suppose someone approaches you electronic calculator in hand and suggests that you play the following game

"We start by selecting a number to enter into the calculator—say 100. Suppose I choose the number then you pick a key from 1 to 9. You subtract that number from the total. Then I pick a key only my key must be next to your key on the keyboard. I subtract that then you pick a key next to mine and so on. The first one to turn on the minus sign loses the game.

For example if the 4 key is chosen, the next player may subtract only 1 2 5 7 or 8 from the total. If he chooses 5 the other player may choose any key except 5. If he chooses 7 the next key chosen must be 4 2 or 5. Choosing a key always means subtracting the value of that key from the total.



Before reading further, I suggest you have some fun playing the game with a friend. If you don't have a calculator try pencil and paper. The calculator just makes it go faster. And if you play with a calculator remember always to hit the (—) key after every number key.

The winning strategy for this game is unusual in a way which I will explain shortly. To appreciate just how unusual it is though let's consider the solution of a related Keyboard game which is much simpler to analyze. Suppose we take away any restrictions on which of the keys (1-9) can be used at each turn. Now the winning method will soon become easy to see. Just subtract the right hand digit from the total. That of course produces a zero in that position unless there was already a zero there. So if at your turn the total is a multiple of ten—especially if it is exactly zero!—you lose. Otherwise, you win. Now this means that the player who chooses the original total can win simply by choosing a multiple of ten and subtracting the right hand digit whenever it is his turn to play.

This situation holds in a very large number of games in which two players play alternately. The selection of the initial conditions of the game is quite often enough to win the game. NIM is a classical example. The literature of recreational mathematics is filled with other examples.

Now back to our original Keyboard Game. In his game as we shall see the player who makes the choice of the first key has a tremendous advantage. If we assume that the initial entry into the calculator is large enough—say greater than 15—the player who chooses the first key can announce his choice to the whole world. Let the other player choose whatever starting total he wishes, and still win the game. The winning strategy depends on the position of the first key not on its numeric value.

We can develop a winning strategy for any given initial total by building up a table starting at zero and calculating the winning keys as a function of currently available keys and winning strategies for lower totals. Figure 1 shows the winning keys for totals up to 100. In this figure "T" appearing at a given row and column means "For the current total equal to this row number, the key at the head of this column is a winner. If we can get to it." "F" designates a key choice which gives our opponent a chance to win. For example if the total is 10, 2 is a winning key. It reduces the total to 8, and the only winning keys for 8 are the 7 and 8 keys which are on the opposite side of the keyboard. 3 is a loser. It reduces the total to 7 and leaves the 6 key to our opponent.

From Fig. 1 it is clear that the corners of the keyboard especially the 7 and 3 keys, offer winning opportunities for all initial totals above a certain limit. Choosing any other key nearly always loses because our opponent can grab a corner key and keep returning to it no matter what we try. For small totals we need to be careful because the winning keys are not always in the corner anymore.

What if we include the 0 key? If we give it its normal value the game becomes very simple. Just choose that key and keep returning to it. Our opponent is the only one who subtracts anything from the total. So give it a value of 10. You will enjoy investigating this variant of the Keyboard Game for yourself. Actually it has several variants on some calculators the 0 key is under the 2 key on others it is under the 1 etc. In this last version with 0 under 1 there is one key which is a winner for all totals above 35. I leave it to you to figure out which one. I a

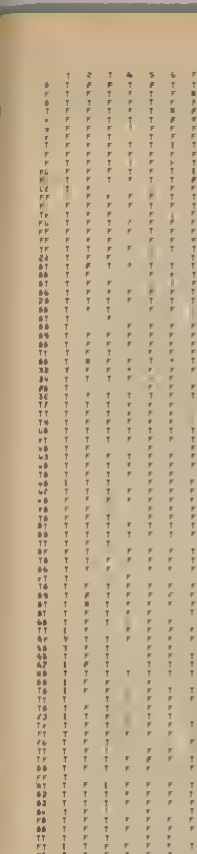


Figure 1

A POWERFUL PROBLEM

Some years ago a mathematician employed by one of America's leading aircraft manufacturing companies got into the habit of number doodling. Number doodling is where you start from some particular number (a telephone number, a birthdate, a car number, etc.) and see what sort of mathematical peculiarities can be developed from the number.

It turned out that the mathematician lived at 153 Westpark Street. After some preliminary doodling with this number he noticed that if he added together the third powers of the constituent digits he would arrive back at the number 153. That is

1³ + 5³ + 3³ = 153

When he tackled his four digit telephone number in the same way he was agreeably surprised to find the same effect. His telephone number was 8208. Summing the fourth powers of the constituent digits gives the total 8208. That is

8⁴ + 2⁴ + 0⁴ + 8⁴ = 8208

Armed with these two fascinating pieces of number doodling he began to total mathematically every number connected with his existence in the same way. That is, for a number with n digits, each of the consecutive digits would be raised to the nth power and then summed. In the hope that the sum was equal to the original number.

Surprisingly the zip code of the area in which he lived (54748) was notable for exactly the same property. That is

5⁵ + 4⁵ + 7⁵ + 4⁵ + 8⁵ = 54748

And he gave his salesman number (548834) displayed exactly the same peculiar property.

5⁶ + 4⁶ + 8⁶ + 3⁶ + 4⁶ + 8⁶ = 548834

And his employee number at the aircraft company too was equally odd. Who else but a mathematician could see any beauty in a number like 17417257. Still you just can't beat it to Father Christmas that is.

1⁷ + 7⁷ + 4⁷ + 1⁷ + 7⁷ + 2⁷ + 5⁷ = 1741725

Three other numbers that fostered part of the obsession that this property has sent actuarial number (24678050), his driving licence number (14851320), and the Postal Service zip number (46783077741 to us.

2⁸ + 4⁸ + 6⁸ + 7⁸ + 8⁸ + 0⁸ + 5⁸ + 0⁸ = 24678050

4⁸ + 6⁸ + 5⁸ + 1⁸ + 3⁸ + 2⁸ + 0⁸ + 8⁸ = 14851320

4⁸ + 6⁸ + 7⁸ + 8⁸ + 3⁸ + 0⁸ + 7⁸ + 7⁸ + 4⁸ + 1⁸ = 46783077741

Work the student out to search for other numbers of this type that have this curious property? All told there are one more than 15 of these additional numbers assuming that you exclude all the one digit numbers. One last question: what was the name of the town in which your number doodling mathematician lived?

Is your number up?

Everyone's attention wanders once in a while but the lapse could be fatal at the top of the stairs, on the road or while using a power tool.

J. R. Block of Hofstra University has researched a new technique to single out people who have trouble paying attention. The method can be used to predict a person's performance on tasks requiring uninterrupted attention.

Block's method involves an illuminated board with randomly arranged numbers that glow in five different colors. The task is to locate the numbers in order. Most people will find each in 10 to 20 seconds. He says slow performance indicates momentary attention gaps but very rapid performance may indicate a person who sacrifices accuracy for speed. Both extremes can be dangerous.

34	19	42	54	45
26	16	39	28	57
40	35	14	56	30
12	29	44	51	23
50	43	36	24	11
37	20	55	32	47
25	41	17	53	38
13	22	48	10	58
52	18	21	31	46
27	49	33	15	59

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Beating the Game

Game theory compares blackjack systems and proposes to teach a computer backgammon

by Dietrick E. Thomsen

The man who [illegible] bank at Monte Carlo [illegible] easy but grew out of [illegible] people have [illegible] great basic [illegible] cording to folk [illegible] turn to Las Vegas I don't [illegible] too much [illegible] Edward Thorp [illegible] mathematics at the [illegible] at Irvine.

Lately Thorp has [illegible] for the best way [illegible] practical sense [illegible] He has developed [illegible] several blackjack [illegible] each other and [illegible] system. At the same [illegible] has turned [illegible] friendly game [illegible] He shared some [illegible] these topics with [illegible] the recent National Meeting [illegible] at Washington.

The blackjack system is based on counting the cards as they fall. As play proceeds the deck is depleted and with the fall of each card the player's expectation of success changes. Removal of different denominations from the deck changes the expectations in different amounts. Removal of two aces does not have the same effect as removal of three fives.

From the way the expectations change a particular numerical value can be assigned to each denomination of card. As the cards fall from the shoe a running total of those numbers is kept. Different systems assign different numbers to different denominations. They also differ in how they use the running value (mid and the number of cards remaining in the deck. There are various combinations of addition and division. There is also a difference in whether the system keeps a separate count of aces. Aces have two values in

blackjack [illegible] system makes [illegible] rately. The real [illegible] is used in [illegible] the [illegible] law.

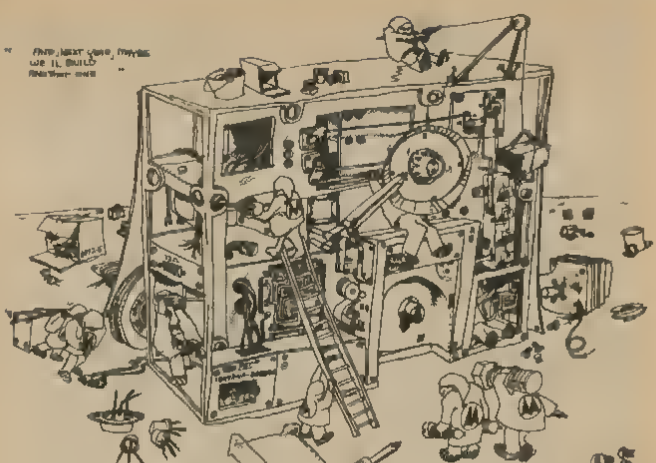
The question [illegible] whether [illegible] paring the [illegible] drums a massive [illegible] he finds a [illegible] with each other and [illegible] come out [illegible] maximum system.

[illegible] advantage. [illegible] that I mean a [illegible] ning the [illegible] cause a ten [illegible] expectation [illegible] surpassed by [illegible] advantage [illegible] the player.

[illegible] depend on [illegible] making [illegible]

[illegible] pendent [illegible] primary [illegible] depend on [illegible] Thorp [illegible] can [illegible] can [illegible] deciding [illegible] expresses [illegible] playing [illegible] Thorp [illegible] hand [illegible] in [illegible] prior [illegible] and [illegible]

[illegible] the [illegible]



heim's point of view Thorp says, the hope of solving the problems that it presents is quite good.

The game consists of a ladder of 26 cells. Of these 24 appear on an actual backgammon board. For the analysis, Thorp adds, the two "off the board" spaces at each end into which counters that have successfully completed their journeys are put. Each player's counters start at one end of the board, and the object is to get them all across the board and off it, passing the other player's counters coming in the opposite direction before he gets his across. Moves are determined by throwing dice.

There is an important complication. If counters of both players arrive at the same cell there are situations where one can be sent back to the beginning of its trip. This possibility of repeated restarts makes the game in a theoretical sense potentially infinite. In principle a backgammon match could last forever. It is a fact which will impede analysis slightly, Thorp concedes.

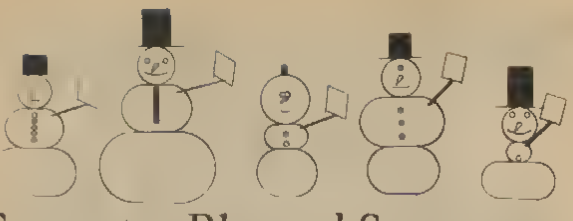
The way to analyze the game is to set up partial models that are simplified, removing complexities of the real game especially the one that makes it infinite and then gradually to add back the complications. In Model I each player has one counter, and the bounce back rule is suspended so that the counters can freely pass each other. When this is properly set up it produces a game of 167 steps. The first to reach step 167 wins. Computing a solution shows that when goals are equal the first player to roll has a slight advantage, but this declines toward even chance as play proceeds. This is a very crude approach to a real backgammon game, but it leads to interesting insights, Thorp says.

In Model II one sets up an end game. Again there are two counters, but they have already passed each other so there is no further chance that they could be sent back to their starting points. This too is a finite game and is amenable to solution.

One complication of the real game is the doubling cube. As the game proceeds, if one player gains a certain advantage, he can use the doubling cube to double the stakes. This changes the consequences for the loser and alters the expectations and strategy of play. Recursion schemes can be devised to solve both Model I with the doubling cube and the end game with the doubling cube. A recursion scheme is a system for calculating a series of related values. Knowing the first number in the series and the recursion scheme you can calculate the second. Pulling the second number into the recursion scheme gets you the third. And so on.

In actual backgammon play it is possible that the game might come down eventually to Model I or Model II, but these highly restricted situations are still far from the complexity of a full game, in which each player has several counters on the board at once and the bounce back rule can operate. Still enough has been learned so far for Thorp to conclude that backgammon can be played better by computer than by any person. But suppose this computer refuses to go to Reykjavik? □

Page and with [illegible] figure. Science News. Copyright 1973 by Science Service Inc.



Computer-Planned Snowmen

Rabe t S McLean
Outario Institute for Studies in Education
Toronto Canada

Computer models are useful for testing theories. If you have a model of a process or structure expressed as a computer program you have a powerful tool. A computer can then produce many different instances of the modelled process through the use of a range of parameter values. It will produce the results of the model without being influenced by extraneous matters of what the outcome should be. In addition to investigating the range of applicable parameter values one can even push these values beyond reasonable limits and observe the results. The computer literally shows the results of the chosen conditions without requiring very many input resources. If the result of the model is a picture so much the better, its adequacy can often be judged visually by the user very rapidly. When a more dynamical output can be very entertaining when they illustrate weaknesses of the model or data thereby producing very unusual pictures.

Computer modelling at first seems like such a high powered idea that it would be hard to apply for fun. Maybe I ought to be reserved for sending men to the moon finding petroleum resources or managing large construction projects. Although these projects use modelling, simple things that an individual does can also benefit from these techniques. Consider building a snowman for instance. Here is an important problem for the individual which can be solved with the power of modern computing.

By choosing the proper aspects of a snowman as parameters for our model we can use the computer to draw pictures of the resulting snowman. We can observe the shape of hundreds of combinations of parameter values and select the most pleasing one for implementation with real materials. In addition to increasing the range of choice available this procedure has several other advantages. Most of the design process as well as some of the construction effort is no longer at the mercy of the weather. Much of the work can be done in local ons not previously suitable for this activity (home office school room etc. were not suitable places for snowman construction activity previously). Valuable resources are not squandered in making real prototypes since one will have a better idea of the outcome of the process before starting to use these materials. Thus computer planned snowmen become feasible in areas where snow is no short supply. One can appreciate that the benefits are many.

What are the parameters of use to modelling a snowman? The reader may wish to propose his own set for purposes of his own. We propose a suggested set that were used to design the accompanying illustration. Our standard snowman will consist of three balls of snow referred to as B1 (at bottom) B2 (middle) and head. In addition to the features of these components we will add a hat and a broom. This is the economy version. Much it could be given many more accessories such as scarves gaily glasses etc. These are left as an exercise for the reader.

Snowballs 1 and 2 are not necessarily round they often become somewhat flattened by the load above. Thus two parameters specify these balls: the radius of the two half circles that form the curved part and the length of the flat parts on top and bottom of the ball. RAD and SIZ respectively give us the first four parameters B1SIZ B1RAD B2SIZ and B2RAD. The middle snowball has in addition, some number of buttons down its front (NBUT). These are spaced out over the vertical extent of B2.

To the world of economy snowmen heads are always round because there is one head size parameter, HEAD the radius of the head. Five other parameters are used to place the eyes nose and mouth on the head. In the version of the model the nose is always placed on the center of the head and always has the peculiar (carrot like) shape shown. The main parameter available here is the length of the nose. NOSE. The eyes are located symmetrically above the center

```
B1SIZ  50
B1RAD  100
B2SIZ  200
B2RAD  150
# BUT   4
HEAD   80
NOSE   80
EYELE  60
EYERI  60
EYEHO  40
MOUTHO  80
MOUTHT  20
BROOM  100
BRUSH   0
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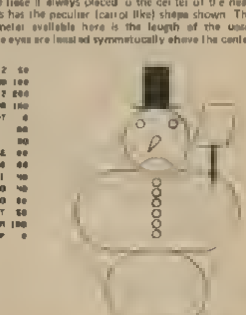

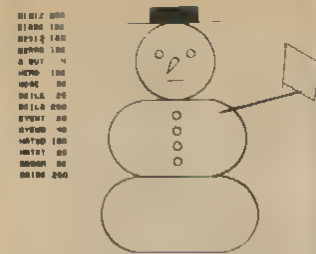

of the head along a horizontal line EYEHT units above the center of the head. They are separated by EYEWD units the interocular distance.

The mouth is specified by two parameters where SMILE gives the length of an arc used to denote mouth and SMIL2 gives the radius of curvature of that arc. Since models should strive for generality mouth parameters SMIL2 may be negative as well as positive. If positive the center of the arc is above the mouth and if negative it is below the mouth. Thus we obtain the relationship that a frown is a negative smile. The mouth is always placed halfway between the nose and the chin again in and of simplicity.

The remaining four parameters specify the two accessories the hat and the broom. HATWD and HATHT specify the width and height of the hat. The brim is always twice as wide as the hat. The broom is perhaps the most difficult part of the model and as can be seen looks more like a shovel (a kind interpretation of a stroke eqn line kind). It surely leaves room for the reader to improve the model. The parameters used here are BROOM giving the length of the handle and BDISP giving the distance that the broom handle upper end is displaced to the right from the lower end. Some very crude modeling results in the funny quasi-lateral that looks more like a bee in some cases.

The reader can no doubt suggest refinements and I even napped to do so. The inspiration for this program came from Chernoff's faces (1971) and an adaptation of them that is used to adjust the parameters of oral surgery and to illustrate the various ways in which facial features might be rebuilt (Elsenfeld et al 1974). But that's pretty serious business. For the amateur simulator there are many other possibilities.

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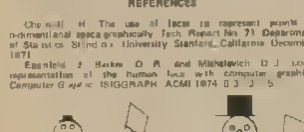
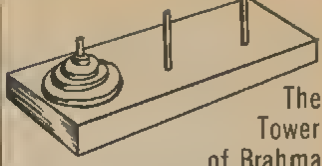




The Tower of Brahma

In the great temple at Benares beneath the dome which marks the center of the world rests a brass plate in which are fixed three diamond needles each a cubit high and as thick as the body of a bee. On one of these needles at the creation, God placed sixty four discs of pure gold the largest disc resting on the brass plate and the others getting smaller and smaller up to the top one. This is the Tower of Brahma. Day and night unceasingly the priests transfer the discs from one needle to another according to the fixed and immutable laws of Brahma which require that the priest on duty must not move more than one disc at a time and that he must place this disc on a needle so that there is no smaller disc below it. When the sixty-four discs shall have been thus transferred from the needle on which at the creation God placed them to one of the other needles, tower, temple and Brahmans alike will crumble into dust and with a thunderclap the world will vanish.

If the priests were to effect one transfer every second and work twenty four hours a day for each day of the year, it would take them 5 845 454 204 809 decades plus 9 giftly more than 6 years to perform this task. Assuming they never made a mistake—for one small slip would undo all their work.

How many transfers are required to fulfill the prophecy?

A Set up a program which allows the user to move disks by hand. You can try your ingenuity at drawing the result by some sort of plot or graph.

B At least verbally indicate how one would proceed in any arbitrary case (6 disks, 8 disks, etc. 64 is too much to try!)

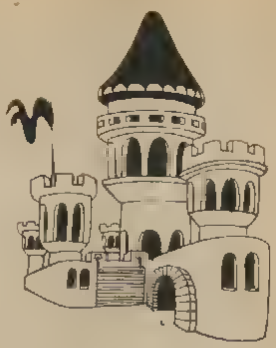
C The monks like monks everywhere never eat, sleep, rest or die. If they have been moving one disk per second since the world began, how long will the total age of the universe be on Thunderclap Day?

Note: Prove that a game of N disks can be played in $2^N - 1$ (2^{10}-the-N minus 1) moves.

D Analyze the problem in this way: to move 5 disks, what kind of a disk moves are required? How do the from and to of these moves relate to the from and to of the 5 disk level?

DISCS	MOVES	DISCS	MOVES
1	1	6	63
2	3	7	127
3	7	8	255
4	15	9	511
5	31	10	1023

The Sleeping Queued T



by Jack Ludwig and Jack L. Baron

In tasks long PASCII a there ran a REG/AL Unit and QUEUE$_n$* who Swapped to each other every cycle of their *life*. Would that we had *HYBRID DATA*! and yet they had none. But it happened once that when the QUEUE$_n$ was nigonthming there came an Freg* out of the DIOCS # and he spoiled on the camels and said "Thy last shall be fulfilled before n shift has gone by thou shalt bring data into the Core L d *"

And as the Freg foretold, so it happened and the QUEUE$_n$ knffer'd ASCII Data so beautiful that the REG/AL unit could not contain IMSelf* for JOYVIAL.* and he ordained a great Accmn. Not only did he, but to it his Chains Pointers, and Indices, but also the I/Os Drivers that they might be kind and Parity prioritize to the Data. There were seventeen of them in his Low partition but as he had only provided heads and bound golden page sets for three from which to interleave one of them had to be left out. However the Access was inlianted with all Hoour goodmaning and as it drew to an and the I/Os Drivers slacked forward to present to the ASCII Data their wonderful gifts: one hundredwed virtual one priority, a third registers, n fourth gave binary and so on whatever I have in the Core I'd to list for.

And when fillacn 01 to OF of them had their say in came a little live Inval Band OF the uninvited seventeenth (13)th CHECK chanting and overflowing to reallocate herself, and without indirect or relocatable loading thundered out of the background In the fifteenth g *SEARCH* of her page your ASCII Data shall EBCDIC herself communicating with Inlernal Bubble Memories and fall down stranded.

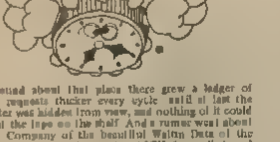
A sil without *sensing* one more word she turned away, reset the accumulator and left Everyone re-verified her saying when the real first of the sixteenth I/Os Drivers came forward (00) for she had not yet bestowed her gift and though she could not do away with the ill timed prophecy yet she could Find Sollen at So she said "This Data shall not short but fall into a Wait State for MEGA time slices and GIGA cycles.

Now the REG/AL Unit being dangerous of saving his baby Data even from the misfortune gave commandment that all the TP devices in the network should be micro-coded for ASCII only. The young Data was propelled and went to elementree school became n data element, joined other elements and was an activist in n device file table and her participation earned her n poll list record and on and on. Thus the maiden Data grew up adorned with all the gifts of the I/Os Drivers and she was so lively optimal swift and kind and clever that co-task who used her could help linking her. She matured and grew buffers and n parallel direct memory bus. She was a real accumulator and could she hump storage. It happened one batch she being already multiskilled did that the REG/AL unit and QUEUE$_n$ displayed at NCC and the scared Data was left behind in the CACHE L. She wandered about into all the modes subindices and VTOCS and into all the directories and libraries as the fancy took her till at last she came to an old translator. She climbed the narrow winding stench argument which led to a little displacement with a n sty index key sticking out of the back lock. She turned the key and the INSTROP'D and there in the CRYPTIC MODULES ROM sat an old I/Os Driver with bent folded mutilated and worn of all symbled EBCDIC where she was diligently modulating her hardwared messages.

"Good Day, Driver" said the Maiden Data "What are you doing?" "I am Modulating" answered the old I/O Driver nodding her head.

What is that thing that twists round so briskly? asked the Maiden Data, and taking the Prisms unto her nanocentres lists she began to modulate but no sooner had she touched it than the ill timed prophecy was fulfilled and she EBCDIC'd her Linker with it. In that very Pico second she fell back upon the stack of file addresses (SOFA) that stood there and lay in a deep unrecoverable Wait State. She has become a *QUEUED* Task Control Block gone to sleep, and this wall slate fell upon the whole CACHE L Memory the

REG/AL unit and $QUEUE_D$, who had returned and were in the great HALR full fast ASWAP and with them the whole foreground. The MACROs in their calls the General Regs in the Core the Pregions on the drum the files in the vol the very lights that flickered on the console became still and waited like the real and the push on the spindle ceased rotating, and the controller who was going to RE IPL the floppy muced disk for some mistake made, let it go and joined the wait. And the Real Time Clock ceased and not a message fell from the TTY's about the computation center



Thus round about that place there grew a ledger of forms and requests thicker every cycle until at last the whole center was hidden from view, and nothing of it could be seen but the tape on the shelf. And a rumor went about in all that Company of the beautiful Within Data of the QUEUED T for so was the maiden ASCII done called and from time to time many devices came and tried to force their way through the ledger but it was impossible for them to do so for the forms held fast together like strong passwords and the young devices were trapped by them, and not being able to go on-boot they idled in unattainable overhead and circuits burned out from early life failure and so they gave up their efforts from the remote regions.

Many a long cycle afterwards there came a Laser Charge Coupled Instruction Device [LCCD]* into that company and he read an old PROM Life in Write Only Memory how there should be a CACHE L Lunier stacking behind the ledger of forms and that there an enchanted QUEUED T named Within Data had NULLA BIDE for MRI A times slices and GIGA cycles and with her the REG/AL unit and the $QUEUE_D$, and the whole foreground. The old PROC LID had been used by many devices that had sought to gain the ledger of forms but had been caught and idled by the forms, and died of a miserable budget cut for lack of acceptable performance. Thus said the young LCCD, "Nevertheless I do fear not to try. I shall charge up and break through and see the lovely Within Data." The good old PROC LID said a well planned memory swap tried to calculate him but he would not listen to their bypass words regardless of their charming technique.

For now the MEGA hms shone and GIGA cycles were at end, and the NANO second had come when Within Data should be activated. When the laser charge coupled device (LCCD) drew hastily near the ledger of forms it was changed into a rack of microforms of brilliant and large fichad flowers whose petals parted and scanned aside to let him pass, and then closed behind him to a thick hedge. When he reached the CACHE L yard he saw the MACROs and bundled documentation Regs lying asleep and on the drum the Pregions were sitting with their R/W heads under their access arms lying idly on the tracks. And when he came indoors, the files on the Vols were ASWAP the controller in the diskend had his micro IPLD to strike the WCS and the diskend second had the rack serial on but lay ready to ISAM. Then he mounted higher and saw in the hall the whole central processor lying in wait, and above them all on their PSW's slept the REG/AL unit and the $QUEUE_D$. And still he went farther and all was so quiet that he could hear his own heartbeats and at last he came to the old translator and went up the winding search argument and turned the index key in the rusty lock and OP'd the INSTR of the little CRYPTIC MODULE ROM where Sleeping QUEUED T lay. And when he saw her linking so lovely in her wait he could not turn away his IFs and presently he attacked and charged her (well he did not laser her right away) as he added his error correction

made to her parity, and she awakened and OP'd her IFs and linked very kindly on him. And she rose and they went forth in double precision on the power of his Maintime floated them past the exponents of SLOTH and together they awoke the REG/AL unit and the $QUEUE_D$ and the whole central process waked up and linked on each other with great pointers of displacement and the MACROs on the computer sat up and called themselves the NIPs sprang up and BALRD their traits the Pregions on the drum drew their heads up from off the tracks upon round and flew into the fields of the files on the Vols the diskend files packed up and scanned and VTOC'd the directory the JCL on the SYS began to load the whole place came to life

Thus the merget of the laser charge coupled device and Maiden ASCII Data was held with all splendor thus, she was became a High Brede in a proto storage (HYBRID DATA on the $QUEUE_D$ had originally linked) and the facilities managed together very happily ever after

CAST OF CHARACTERS (NO COLLATING SEQUENCE)

REG/AL unit — REGistered Arithmetic Logic Unit
$QUEUE_D$ — QUEUE subset Value N
HYBRID DATA — A coupling of ASCII & EBCDIC
DIOCS's — Special Dock for Loading Instructions
Freg — Formal Register for hopping instructions
IMS etl — Leperchaun of InFormed Mux Source
HERSell — Leperchaun of HEuRistic Service
Core L'd — Core Load
JOYVIAL — Happy Bubble Memory Container
LCCD — Reminiscent of EL CID — A Hero Type
WOM — Write only Memory — Top Secret Device
Eli who serves him Thin full measure of a Hexadecimal
Dinner serves ILL to All L.

Magic Squares

on the Computer

Donald T. Piele
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University of Wisconsin-Parkside
Kenosha, Wisconsin 53140

Magic squares? Humbug! I've never been able to get excited over someone's special arrangement of numbers that total up to the same sum whether you add across a row or down a column or diagonally. Benjamin Franklin when first confronted with them wrote

> it is perhaps a mark of good sense of our (English) mathematicians that they would not spend their time in things that were merely *difficiles nugae* incapable of any useful application. [1]

Franklin had no sense, however

> In my younger days having once more leisure I me (which I still think I might of employed more usefully) I had amused myself in making these kind of magic squares and at length acquired such a knack of it that I could fill the cells of any magic square of reasonable size with a series of numbers as fast as I could write them, disposed in such a manner that the sum of every row horizontal perpendicular or diagonal should be equal' but still being unsatisfied with these which I looked on as common and easy things I imposed on myself more difficult tasks and succeeded in making other magic squares with a variety of properties and much more curious. [2]

In spite of the fact that I knew Benjamin Franklin had been a statesman, a scientist, a politician, a philosopher and a writer I was surprised to discover that playing with magic squares was also among his lengthy list of avocations. Reading further, I discovered that there are ways of testing magic squares, besides the usual rows, columns, or diagonals that I had never seen before. For example, there are generalized diagonals, broken diagonals, corner diagonals, horizontal zig-zags, vertical zig zags, just to name a few. Next I found that algorithms existed for generating magic squares which looked relatively easy to program. Maybe magic squares aren't so bad after all? Besides, the computer can be programmed to do all the arithmetic and print out a listing of magical properties for each square. That did it.

I began with a generalized version of the algorithm of De la Loubère: [3]

This method fills an n x n square matrix with consecutive integers from 1 to n^2 by putting the ith integer in the matrix position P_i as follows

1. Place the number 1 in any initial position $P_1 = (i, j)$. The standard initial position is the middle of the top row: (1 (n+1)/2) for n odd.
2. Place the successive integers in vacant cells separated by jumps (A B): $P_i = P_{i-1} + (A, B)$.
3. If P moves outside the square in x in metric, adjust the coordinates modulo (1 2,3 ... n) so that P_i moves back into the square e.g. For n = 3 (2 4) = (2 1) and (0 3) = (3 3).
4. If you encounter a position P_i, $i \leq n^2$ that has already been filled switch for one move to the rule $P_i = P_{i-1} + (C, D)$ and continue as in 2.

De la Loubère's original method specified that 1 be placed in the middle of the top row: $P_1 = (1, (n+1)/2)$ and that (A B C D) be fixed at (1 1 0 −1). This is illustrated in the first sample run of the De la Loubere program. But what happens when you try different starting positions P_1 and other step values (A B C D)? Will any choice of (A B C D) generate a square? De la Loubère used his algorithm only for odd order squares: what happens for even order squares? Given a De la Loubère magic square can you tell how it was generated? The second sample run shows the 5 x 5 magic square of Becker de Mézirac which was generated by choosing $P_1 = (3\ 4)$ and (A B C D) = (1 1 2 0). Originally it was constructed by a completely different method. Issue [1] p. 17). Can you find other magic squares in books or magazines that can be generated with the De la Loubère program?

For an n x n square of numbers to be considered magic it must at least have the same sum for each row and column. If the square is filled with the consecutive numbers 1 through n^2 then each row and column must add up to $n(n^2 + 1)/2$ (why?). All other ways of filling n numbers symmetrically arranged that add up to this sum improves the magic square and makes it more unique. For example a square may be summed along generalized diagonals as illustrated for a 3 x 3 square in Fig. 1. For an n x n square there are 2n generalized diagonals. The De la Loubère program checks them all in addition to the rows and columns. The edge you can do with this program is find 4n magical properties for an n x n square.

Benjamin Franklin's magic squares are entirely different and cannot be generated by the De la Loubère algorithm. The best ones are of order 8 and 16, known as the Franklin Magic Squares. The largest one he considered among the most ingenious ever developed. It was impossible even for Franklin to be modest about it

> you will readily allow the square of 16 to be the most magically magic of any magic square ever made by any magician. [4]

The Franklin squares are characterized by magical sums along broken diagonals that change direction halfway through the square as illustrated in Fig. 2. They can be constructed to point in four different directions: North, South, East and West. In each direction an n x n square has n broken diagonals, so it is possible to have a total of 4n magic broken diagonals. Franklin Magic Squares have the maximum number. Two other special arrangements that characterize the Franklin order 8 squares are illustrated in Fig. 3.

It is not known how Franklin generated his squares although it is very likely that they were geometrically motivated. Several investigations have found unique symmetries in the way the numbers are arranged (see [1] p. 93 and [4]). However there exists an analytical algorithm for reconstructing his squares called the method of *alternation with definite transposition* (see [3] pp. 100-106). It sounds difficult but it is really not. In fact the method can be easily generalized to construct much more than just the Franklin Magic Square. Since there is no difference in the algorithm for squares of order 8 or 16, I will describe for convenience the order 8 scheme.

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1 Originally from *Letters and Papers on Philosophical Subjects* by Benjamin Franklin, LL.D. F.R.S. London 1769. See [1] p. 89.

2. See footnote 1 pp. 89-90.

3. De la Loubère was the envoy of Louis XIV to Siam in 1687-1688 and there learnt his method. See [3] p. 195.

4. See footnote 1 p. 93.

Begin with the *plan of construction matrix* (Fig 4) Number the rows and columns as usual and let RC stand for the number at the intersection of row R and column C The magic square is created as follows

1 Choose a permutation of the row values, 1 through 9 and denote it by $R_1 R_2 \ldots R_9$ For the Franklin Square choose 7,8,1,2 3,4,5,6 Let $\bar{R}$ be the complementary row 9 — R
2 Choose an arrangement of the column values 1 through 9 and denote it by $C_1\ C_2\ C_3\ C_4\ C_5\ C_6\ C_7\ C_8\ C_9$ such that $C + \bar{C} = 9$ For the Franklin Square choose 4,6,5,3,7,1,2,8 Notice that 4 + 8 = 6 + 3 = 7 + 2, and 1 + 9 all equal 9
3 Rearrange the numbers in the *plan of construction matrix* as shown in Fig 3 For example using the row and column sequence given in 1 and 2 for the Franklin Magic Square $R_1 = 7$ and $C_1 = 4$ Thus $R_1 C_1 = 52$ and is found in the *plan of construction matrix* at the intersection of row 7 and column 4

Notice the repetition in C values as you move across the columns and in R values as you move down the rows This characterizes the Franklin squares and makes the computer algorithm relatively short (see program listing)

The original Franklin Magic Square is generated in the first sample run and has a total of 50 magical sums It has a few other nice properties too but they are not tested for here (see [1] p 96) What happens when you try other permutations? If you ignore the restriction on the column permutations the computer still generates a square but some numbers will be repeated Try it! Each new row and column permutation will generate a Franklin-like magic square But given a Franklin type magic square can you find a row and column permutation that will generate it?

It probably never occurred to Franklin that anyone would want to much less be able to, improve upon his most magically magic of any magic squares" But magic square buffs are a tenacious lot and they should never be underestimated The most obvious weakness with Franklin's square exists on the main diagonals which are not magic Many devotees of the subject have tried in vain to remove this imperfection In 1945 Andrew S Aneme succeeded by constructing for the first time, a magic square that has all the Franklin properties and in addition is magic along the main diagonals and generalized diagonals (see [2]) His method uses complementary pairs and takes three pages to describe It turns out that you can generate Aneme's improved Franklin square and many others like it with the Franklin program described here (see sample run 2) Can you generate other improved Franklin Magic Squares? There are lots of them

The literature on magic squares is enormous Probably no other single recreational topic has had more written about it With very limited experience [illegible] that many of the special methods that have been devised to construct magic squares are merely special cases of more general algorithms Students who are interested and have a little knowledge of BASIC should be able to step into this area and with the computer perform a little magic of their own

Happy hunting!

POSTSCRIPT

I'm not sure exactly how many magical properties there are in a Franklin Magic Square but I do know that the number is much larger than 1 or Franklin ever dreamed This became apparent one evening when I discovered or perhaps rediscovered 139 additional magical arrangements already present and waiting to be counted in a Franklin Square of order 8

It is a relatively easy exercise to add three subroutines to the Franklin program to check these arrangements for magical sums Can you do it? Franklin squares appear to have magical properties almost everywhere you look Can you find other arrangements that sum to 260?

Again Happy Hunting!

References

1 Andrews W S *Magic Squares And Cubes* The Open Court Publishing Co 1908
2 Aneme Andrew S Franklin Magic Squares *Scripta Mathematica* 11 88-90 1945
3 Ball, W W Rouse *Mathematical Recreations and Essays* The Macmillan Co New York 1947
4 Bragdon C The Franklin 16 x 16 Magic Square ' *Scripta Mathematica* 4 158-60 1936
Photograph Benjamin Franklin 1706-1790 Oval P M Allx c 1790, after painting by C P A Van Leo c 1777 1785 at the American Philosophical Society New York

Donald Piele

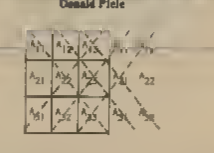


Fig. 1 Generalized diagonals for a 3 x 3 square

Fig 2 Broken diagonals in one direction for a 4 x 4 square

Fig 3 Special arrangements in the Franklin Magic Square that are magic

a Center 4 squares and four corner squares

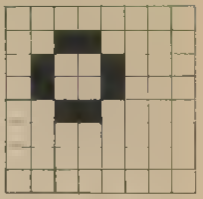
b. The 4 near-corner squares

Rows \ Columns	1	2	3	4	5	6	7	8
1	1	2	3	4	5	6	7	8
2	9	10	11	12	13	14	15	16
3	17	18	19	20	21	22	23	24
4	25	26	27	28	29	30	31	32
5	33	34	35	36	37	38	39	40
6	41	42	43	44	45	46	47	48
7	49	50	51	52	53	54	55	56
8	57	58	59	60	61	62	63	64

Fig 4 The Plan of Construction Matrix

R_1C_1	$R_2\overline{C}_2$	R_3C_3	$R_4\overline{C}_4$	R_5C_5	$R_6\overline{C}_6$	R_7C_7	$R_8\overline{C}_8$
$\overline{R}_1C_2$	$\overline{R}_2C_2$	$\overline{R}_3C_2$	$\overline{R}_4C_2$	$\overline{R}_5C_2$	$\overline{R}_6C_2$	$\overline{R}_7C_2$	$\overline{R}_8C_2$
$R_1\overline{C}_1$	R_2C_1	$R_3\overline{C}_1$	R_4C_1	$R_5\overline{C}_1$	R_6C_1	$R_7\overline{C}_1$	R_8C_1
$\overline{R}_1\overline{C}_2$	$\overline{R}_2\overline{C}_2$	$\overline{R}_3C_2$	$\overline{R}_4\overline{C}_2$	$\overline{R}_5\overline{C}_2$	$\overline{R}_6\overline{C}_2$	$\overline{R}_7\overline{C}_2$	$\overline{R}_8\overline{C}_2$
R_1C_3	$R_2\overline{C}_3$	R_3C_3	$R_4\overline{C}_3$	R_5C_3	$R_6\overline{C}_3$	R_7C_3	$R_8\overline{C}_3$
$\overline{R}_1C_4$	$\overline{R}_2\overline{C}_4$	$\overline{R}_3C_4$	$\overline{R}_4C_4$	$\overline{R}_5C_4$	$\overline{R}_6\overline{C}_4$	$\overline{R}_7C_4$	$\overline{R}_8C_4$
$R_1\overline{C}_3$	R_2C_3	$R_3\overline{C}_3$	R_4C_3	$R_5\overline{C}_3$	R_6C_3	$R_7\overline{C}_3$	R_8C_3
$\overline{R}_1\overline{C}_4$	$\overline{R}_2C_4$	$\overline{R}_3\overline{C}_4$	$\overline{R}_4C_4$	$\overline{R}_5C_4$	$\overline{R}_6C_4$	$\overline{R}_7\overline{C}_4$	$\overline{R}_8\overline{C}_4$

Fig 5 Alternation with permutation scheme



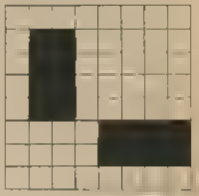
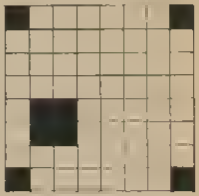
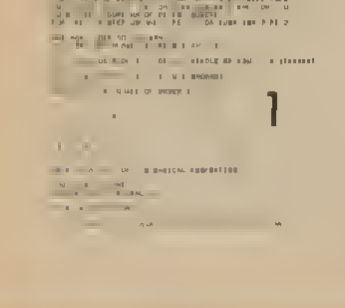


Figure 7 Magic 2



DE LA LOUBERE PROGRAM

SAMPLE RUN



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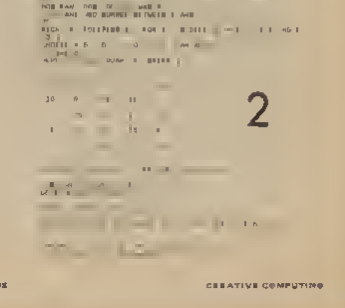
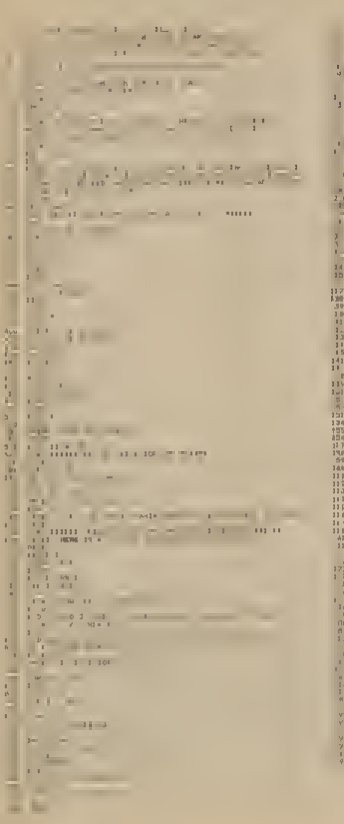


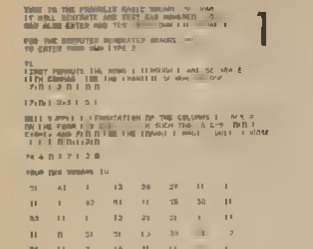
2

FRANKLIN PROGRAM



SAMPLE RUN

1



2

More Input/Output

REJOINDER !

Dear Editor

Thank you for publishing my complaint letter in the March April 1975 issue and the letter by James Attibeld by request in the September October 1975 issue

May I first advise my colleague that I do not in any way control even a minority any of the computer educating programs in our city Nor would I wish to.

I am naturally concerned with the uses and misuses of calculators and computers used in *mathematics* education And there is a great misuse not only in New York but all over the country!

In my note I define *Computer Mathematics* as an enrichment program where the computer is used to motivate students to search for problem areas requiring computers for solution or exploration When I taught Computer Mathematics courses in high schools I introduced my students to topics in number theory statistics, numerical integration, series evaluation linear algebra matrix operations, and more. It was my hope that by opening the eye of students to the vast world of mathematics they would continue to search, read, and learn—an open ended approach

But to see computers used to evaluate sample formulas and to prove the commutativity of multiplication makes me wish that teachers could take workshops to extend their own horizons.

To use plotters attached to programmable calculators used in very a and b in plotting y a n sin bx is another waste of computer and student time

Computer Mathematics is only one way in which computers can be used in education I hope *Creative Computing* will serve to introduce readers to creative ways which do not lead to dead end use of computers by students who may do so much more

Priorities should be established by educators who have the use of computers for instructional purposes. I'm enclosing a statement purporting I recommend "Computer Mathematics" as defined above It has other uses for other students in varied subject areas

George Grossman
Director of Mathematics
Board of Education of the City of New York

Dear Editor

NOTORIOUS 196 !

I have run a palindrome-finding program on the notorious number 196 and wish to warn others of the negative results they can expect on it

After 79 096 iterations of transpose and add no palindrome yet The number had well over 31,000 digits The run took about 3 hours on a CDC 6600

I have only run one test but the digits 0 9 do *not* appear to be uniformly distributed by this process I let the program run 4 780 cycles and counted digits. As extremes, there were 468 042 nines and 498,231 ones out of 4 787 887 total digits Those numbers seem too large to be categorized as uniform (Complementary digits have equal frequencies e.g. there were 468 047 threes)

I hope this will spare someone the expense of running their computer all night

Lynn D Yarbrough
Lexington, Mass

The Computer "Glass Box"

Teaching With *A Programming Language*

Howard A Peelle
University of Massachusetts

Introduction

The COMPUTER GLASS BOX is a bold new approach to teaching with A Programming Language[1]. In this approach short and quickly comprehensible computer programs are given to students for their direct viewing. Each program embodies a concept a procedure or a relationship and is written as simply and clearly as possible. The inner workings of such a program are visible and hence become the basis for learning.

This approach utilizes a computer program more as a "glass box" than a black box. The program's formal definition – expressed in the explicit terms of a programming language – serves to elucidate and reveal understanding. By observing the structure of a program as well as its behavior key concepts may become *transparent* to the student.

Related Research

The glass box approach represents a synthesis of ideas put forth by three other researchers. MIT's Seymour Papert has recommended that children study procedures actively by using a computer programming language (called LOGO) as a conceptual framework [1]. Kenneth Iverson of IBM has persistently stressed simplicity and generality in using APL to express fundamentals in a variety of mathematical and scientific disciplines [2]. IBM's Paul Berry first advocated open use of APL as a strategy for teaching in what he called the "functional approach" [3].

Characteristics of the COMPUTER GLASS BOX Approach

In contrast to conventional computer-assisted instruction (CAI) the glass box approach allows the student significant *control* over his own learning processes. This control is achieved through the activity of programming. Programs can be entered independently by the student on a computer terminal and their use requires no other pre-stored curriculum material — so do most CAI applications. Indeed making the full power of the computer accessible to the learner is 180° from the kind of CAI characterized by programmed instruction, tutorial or drill and test sequences.

This approach is pedagogically suitable for a wide range of educational levels – from elementary school children to university graduate students. Especially for children who have been held powerless in technology educational systems, use of the computer in this way opens up new worlds of learning – *active* learning, learning with *power*.

Using glass box computer programs students can proceed to learn during several complementary activities. Specifically they can

examine the program's definition (intuitively)
analyze the program's definition (logically)
predict the outcomes of the program
execute the program on a computer
scrutinize the program's behavior
experiment with different applications of the program
modify or expand the program
generalize the program
invent new or related programs and
discuss explications with teachers and peers

These student initiated student-responsible problem-oriented activities differ dramatically from frantic hand waving about abstract concepts often seen in classrooms.

The ideal glass box program is also expository. It speaks to its reader explicating concepts and procedures in concrete terms. Desirable characteristics of such a program are

Simplicity
Comprehensibility
Flexibility
Generality
Elegance
Provocative Implications

By "simplicity" I mean that a single idea of modest scope is to be taught using a brief program (about 10 lines of APL coding taking less than 5 minutes to type). By "comprehensibility" I mean using clear readable commands (usually one per line) with well-chosen mnemonic identifiers. By "flexibility" I mean a program design which is easily modified and which can be used with other programs in modular structuring (nested sub-programs with explicit results). By "generality" I mean developing mathematical models which can extend to a class of cases. By "elegance" I mean choosing expressions which strike one's aesthetic chords. And finally a glass box program is provocative when its implications suggest interesting follow up discussions.

To the extent that these characteristics foster insight and learning a glass box program is itself *a pedagogical agent*.

Examples of Glass Box Programs

To illustrate this approach some sample glass box APL programs are described below with accompanying suggestions for extending their use in teaching learning settings.

COMPUTER – ASSISTED INSTRUCTION

In order to emphasize the contrast with conventional uses of computers for teaching the first glass box program illustrated is from the area of computer assisted instruction. Instead of centering the CAI program – naively designed to control the child's behavior – we show him the mechanism itself so that he may see how it works and ultimately *control the computer*.

Consider the APL program below which exposes the essence of drill-and-practice in multiplication skills. In drill-and-practice typically a student is given a series of problems to solve, asked for his answers and the answers are judged for correctness etc. Indeed the computer is an ideal tool-aid for administering drill and practice but a program in a language can also *describe* this process clearly.

The DRILL program begins with a NEWPROBLEM and prints MULTIPLY' a simplified message telling the student what to do with the two numbers that will follow. The FIRST number is an integer randomly chosen between 1 and 20, and the SECOND number likewise.

[1] *A Programming Language* (abbreviated APL) is a new multi-purpose computer programming language developed by Kenneth Iverson at IBM. Originally conceived as a unifying mathematical notation APL has since been used successfully in fields as diverse as accounting, research and education.

Again this suggests an analogy with human behavior - experiencing the most emotion packed events first and then tapering off may be more tolerable than the reverse.

Other variations of input also suggest interpretations in terms of human psychology. Sandwiching a low-emotion event between two high emotion events say 7 2 7 can make the total sequence tolerable by contrast. The events 7 7 2 and 2 7 7 produce most behavior.

The mathematics underlying this TEMPER model can be exposed quickly and naturally. For example after some experimentation with the program one might wonder: How many 5s can the program take before it blows its top?

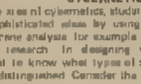
A sequence of 5s builds up EMOTION to higher and higher values but never reaches 10. This process parallels the well known geometric series 1 1/2 (1/4 1/8 1/16 1/32 ... the sum of which converges to 2. Exploring in this way a child may gain some insight into the nature of infinite series in an active and interesting (at least less abstract) setting.

Some simple modifications of the TEMPER program students might make are to: (a) change the threshold e.g. from 10 to 25 for higher tolerance or to 725 (a random number) for unpredictable behavior; (b) modify the model e.g. from EMOTION − 2 to EMOTION ÷ 3 to express stronger forgetting; (c) adapt the program for use by others, e.g. making conversational statements such as ENTER NUMBERS FROM 1 TO 9 or even CAUTION! THIS PROGRAM MAY BECOME EMOTIONAL ... and (d) make the program dynamic e.g. automatically resetting EMOTION to 0 after an emotional catharsis.

Possible extensions of TEMPER include: (e) writing related programs, such as a version with multiple emotional dimensions like ANGER FEAR and LOVE and (b) writing companion programs such as two TEMPER like programs which interact with each other so that each's output is the other's input.

CYBERNETICS

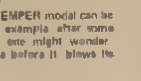
In the area of cybernetics, students can be introduced to some sophisticated ideas by using simple computer programs. Scene analysis for example is an important part of robotics research. In designing vision machines it is important to know what types of scenes can be computationally distinguished. Consider the two scenes below:



One scene is connected; the other is not connected. Note that the same line segments comprise the two scenes but that they are in different positions.

Suppose one of these two SCENES is PICKed at random. Call it MYSTERY.

Further suppose that you are permitted to PEEK at small portions of the MYSTERY scene called microscenes but you are not told *where* the microscenes came from. For example:

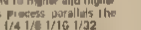


PEEKing at MYSTERY is like using a flashlight to illuminate small unidentifiable places on a much larger unknown scene.

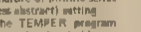
After a period of probing, the question arises: *Can you determine which scene it is that you are looking at?*[1] (The answer is postponed so that the reader may ponder this question.)

The APL programs which facilitate exploration of this question in scene analysis are simple. Indeed:

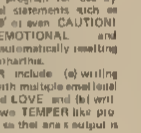
This program will PICK one of 2 SCENES at random for the result called MYSTERY



This program will PEEK at some two-dimensional SCENE and produce a random 4 by 4 portion for the result called MICROSCENE



The enterprising student might elect to automate the production of MICROSCENEs.



Soon it should become clear that these two SCENES *cannot* be distinguished on the basis of random microscenes.

[1] This question is treated as a theorem by Minsky and Papert in their book *Perceptrons*, MIT Press, 1970.

Perceptrons are theocries mainly on which can be trained to detect features of a scene by computations in a layered network of logical elements.

```
* DRILL
[1]   DIM A 2,20
[2]   RANDOMIZE
[3]   D = 22222 - 122
[4]   B = SQR(B) + 2*D
[5]   ENTER ANSWER = 0
[6]   A=RND(20)+A*(A*A-7)/(A*2+A)
[7]   NOPE  TRY AGAIN
[8]   ASSUME
      .
```

The student may ENTER his ANSWER which is then judged for correctness by the program IF the ANSWER equals the FIRST number times the SECOND number a NEWPROBLEM is given otherwise (if ANSWER is wrong) NOPE TRY AGAIN is printed and the student may ENTER his answer again

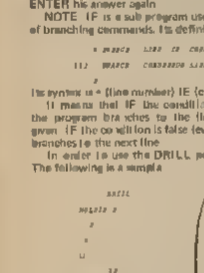
NOTE IF is a sub program used to facilitate the reading of branching commands. Its definition is

```
* IF(EXPR)  LINE IF CONDITION
[1]   WHATEVER  CONDITION LINE
      .
```

Its syntax is * (line number) IE (condition)

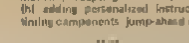
(I means that IF the condition is true (evaluates to 1) the program branches to the (line number (or line label) given (IF the condition is false (evaluates to 0 the program branches to the next line

In order to use the DRILL program its name is typed The following is a sample



Students notice immediately that this program has a flaw It does not stop! Scrutinizing the program's definition reveals that after getting a multiplication problem correct one always gets a new problem ad infinitum Also after getting a problem wrong, the student must answer that same problem again – another potentially endless loop The student's first task then might be to build in an option to stop the program at will

DRILL is of course only a *prototype* program. With other modifications of one's choosing DRILL may become considerably more sophisticated Possible extensions include (a) displaying pictorial feedback (like a smiley face for positive reinforcement) or a grouchy face instead of NOPE TRY AGAIN (b) presenting a prespecified total number of problems (c) limiting the number of allowable mistakes on individual problems (or all problems) (d) generalizing the multiplicands to create a more flexible range of problems (including negative numbers, decimals, etc) (e) gathering performance data, (f) using performance criteria to make diagnoses, (g) automatically adapting level of difficulty based on diagnoses, (h) asking personalized instructions, and (i) building in timing components jump-ahead options and hints



PSYCHOLOGY

With computer programs available for viewing students may learn some fundamentals of psychology In studying behavior for example consider the following APL program[1] which models – albeit crudely – an emotional reaction

```
* TEMPER
[1]   EMOTION ← 0
[2]   'ENTER AMOUNT OF  TROUBLE '
[3]   →MAD IF 10<EMOTION ← EMOTION + ⎕
[4]   →LOOP
[5]   'MAD !!!?!?!!'
      .
```

TEMPER is a program which will under certain conditions get mad at you

The program begins with zero EMOTION and then encounters a series of numbers representing events in the life of the program A low number is low in emotional significance whereas high numbers are highly emotion producing.

Each time a number is entered the program generates a NEW EMOTION based on a simple mathematical model EMOTION becomes the number just entered plus one half of the previous EMOTION (In the course of human events, this might be akin to the ameliorating effect of time on emotional burdens, i.e. sleeping on your troubles')

This process continues until a last condition the 'threshold' for mad behavior is exceeded The program goes MAD if EMOTION ever becomes greater than 10 ("?!"?!! is the computer's programmed vernacular')

To use the program the child types its name (TEMPER) and then enters a sequence of numbers. For example

```
      TEMPER
      7
      5
      0
      4
      1
      6
      5
      0
      0
      0
```

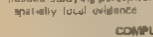
alone (0) could trace sequentially through a scene. Its connectedness or "non connectedness" could be determined easily.

Possible extensions of this excursion into scene analysis include studying perceptions and related questions about spatially local evidence.

COMPUTER ART

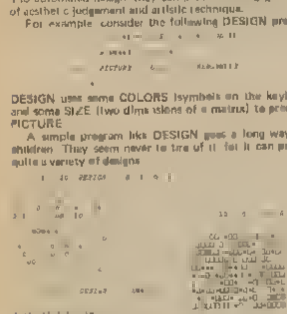
The world of computer art can be opened to students through a few simple APL programs. Beginning with a foray into automated design they can proceed to engage matters of aesthetic judgement and artistic technique.

For example consider the following DESIGN program



DESIGN uses some COLORS (symbols on the keyboard) and some SIZE (two dimensions of a matrix) to produce a PICTURE.

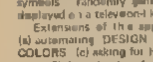
A simple program like DESIGN goes a long way with children. They seem never to tire of it. Yet it can produce quite a variety of designs.



What is these computer hieroglyphics may have dubious aesthetic appeal one can imagine. Instead of these typed symbols randomly generated swatches of color perhaps displayed on a television-like screen.

Extensions of this approach to computer art include (a) automating DESIGN (b) weighting the selection of COLORS (c) asking for human judgement (Do you like it or not?) in order to adjust weights on COLORS at other aesthetic factors and (d) placing together several semi-autonomous PICTURES into a montage.

Another approach to computer art involves viewing programs which simulate artistic technique. For example consider the program MONDRIAN below (named after the Dutch abstract painter)



MONDRIAN begins with a blank canvas (arbitrarily set at 30 by 60). The first program chooses a random COLOR SIZE and PLACE to DAB.

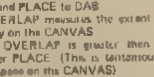
OVERLAP measures the extent of overlap with DABs already on the CANVAS.

IF OVERLAP is greater than 2 then it will PICK another PLACE. (This is tantamount to finding relatively open space on the CANVAS).

IF however OVERLAP is not too large the COLOR is put on the CANVAS at the PLACE and in the SIZE selected.

The program continues to DAB IF the PERCENT of blank spaces ON the CANVAS is greater than 67. In other words, as soon as more than 1/3 filled up CANVAS is displayed.

Note MONDRIAN uses two simple sub-programs (mainly for readability). They are PERCENT and ON.



Now MONDRIAN at work

Possible extensions of this kind of program include (a) simulating and combining additional artistic techniques (those that can be operationalized) (b) computing abstract measures of difference between random paintings produced by the computer (c) converging to minimal differences from a previously specified ideal painting and (d) developing a model for aesthetic judgement perhaps one which evolves.

Conclusion

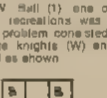
These are but a few APL glass box programs always ready to stimulate students to think about selected concepts. Each of the simple programs shown here can be used as is and of course can be extended into myriad of directions. Other topics well suited for this pedagogical approach include scene drawn from linguistics, statistics and the

Creative Chess

by Walter Koetke
Lexington High School Mass

The game of chess was introduced to Europe near the middle of the thirteenth century. As one might expect of a game with over 197 000 ways of making the first four moves with over 71 000 resulting positions many people have always been fascinated with the game but so very few have mastered it. This article is not however about the game of chess but rather about a few of the recreations it has spawned.

According to W.W. Rouse Ball (1) one of the oldest known chess related recreations was proposed in the early 1500's. The problem consisted of a 3 by 3 board with two white knights (W) and two black knights (B) positioned as shown



The object is to move the pieces so that the squares occupied by the white knights are occupied by the black knights and vice versa.

When one is learning to play chess some type of point value for each piece is usually assumed. For example I was taught to value a queen as 10 a castle as 5 and a bishop and knight each as 3. You may have noticed that different introductory texts are likely to suggest different point values. How can this be? How are these point values assigned? If the relative point values are valid then why do the experts disagree?

Suppose we choose to evaluate a piece by computing its "checking power". We can define the checking power of a piece as the probability that the piece will have the king in check if the piece and the opposing king are placed at random on an empty board.

To compute the checking power of a castle the castle is placed on an empty board leaving 63 empty squares. Of these 63 squares 14 are controlled by the castle. A king placed at random on the board would therefore have a probability of 14/63 = 2/9 of being in check. Thus the checking power of a castle is 2/9.

Computing the checking power of a bishop is a bit more tedious. A bishop placed on any of the 28 squares in the outer ring of the board commands 7 of the remaining 63 squares. However if the bishop is placed on any of the 20 squares in the ring of squares adjacent to the border ring then it commands 9 of the remaining 63 squares. Similarly if placed on one of the 12 squares of the next inner ring the bishop commands 11 of those remaining and if placed on one of the 4 center squares the bishop commands 13 of those remaining. Thus the checking power of a bishop is

$$\frac{28}{64} \cdot \frac{7}{63} + \frac{20}{64} \cdot \frac{9}{63} + \frac{12}{64} \cdot \frac{11}{63} + \frac{4}{64} \cdot \frac{13}{63} = \frac{5}{36}$$

Using similar logic the checking power of a knight can be computed as 1/12 and the checking power of a queen as 13/36. Converting the computed checking powers to integers yields

Piece	*Checking Power*	*Relative Point Value*
Queen	13/36	13
Castle	2/9	8
Bishop	5/36	5
Knight	1/12	3

What do these relative point values suggest? Perhaps that my own assumed values of 10 5 3 and 3 aren't very good. Perhaps that our definition of checking power should be improved. Perhaps that the chess masters are supplying relative point values from their experience rather than from reproducible computation.

Try computing some relative point values on your own. Can you define "checking power" so you can produce the relative point values you've assumed? One alternate definition of checking power begins as ours did, but then excludes those squares from the pieces control from which the king could take the piece. For example consider the computing power of a castle using this alternate definition. If the castle is placed in any one of the 4 corners it controls 14 of 63 remaining squares. However if the king was placed in either of the 2 squares adjacent to the castle it could take the castle. Thus the castle really only controls 12 of the 63 remaining squares. If the castle is placed in any of the other 24 outside squares it again appears to control 14 squares but 3 of these squares adjacent to the look must be excluded because the king could take the rook from these positions. Similarly if the

Computer Glass Box continued –

matics, engineering, geology and physical sciences.

The challenge to educators, then is to identify such topics suitable for enrichment in glass box programs to search out the kernel concepts to be taught and to lead students to better understandings of those concepts using a programming language.

References

[1] Papert S. "Teaching Children Thinking." M.I.T. LOGO Memo No. 2 Oct. 1971

[2] Iverson K.E. "APL in Exposition." IBM Tech. Report No. 320-3010 Jul. 1972

[3] Bailey P. et. al. "APL and Insight: The Use of Programs to Represent Concepts in Teaching." IBM Tech. Report No. 320-3020 March 1973

castle is placed in any of the 36 remaining squares it appears to control 14 squares 4 of which must be excluded Thus the revised computation power of a castle is

$$\frac{4}{64} * \frac{12}{63} + \frac{24}{64} * \frac{11}{63} + \frac{36}{64} * \frac{10}{63} = \frac{1}{6}$$

and so forth The remaining computations and further modifications of the definition of checking power are left to you

An article discussing chess related recreations would be incomplete without considering some of the many 'tour' problems particularly since they offer interesting programming challenges as well There are many different types of tour questions— the fewest number of moves to accomplish a task covering all squares once and only once the minimum distance traveled Here we'll consider just three different questions

First can you determine a path traveled by a king such that each square is occupied once and only once? No it is not that easy There's one additional catch As the king moves number each square consecutively starting with 1 When you've finished the squares will each contain one of the integers 1 thru 64 What's the catch? The resulting board with numbered squares must be an 8X8 magic square A solution will be published in a future issue

As a second problem, try moving the castle from one corner of the board to the diagonally opposite corner, again passing through each square once and only once This one isn't quite as easy as a quick reading suggests but you should be able to solve it in a reasonable period of time

Finally consider the standard 'Knight's Tour' problem that is considered in so many articles on recreational chess A knight must cover the entire board occupying each square once and only once Don't however attack this one with a knight and a chessboard—try something different Write a program that will find a solution for you Kemeny (2) offers a BASIC program that attempts to find a solution by making random moves The small sample of runs he published doesn't include a complete solution In fact not one of 25 runs exceeded 50 squares before no moves were possible Perhaps surprisingly, however, in 15 of the 25 runs the tour did pass thru over half the squares before terminating Actually when a knight's tour is attempted using only random moves long tours are quite common but a complete tour is very unlikely indeed How then can a program help? By adding a little bit more to the move selection than simply the choosing of a random number When selecting a move, need one additional criteria Always move to a square from which the knight will command the fewest squares that have not been occupied Fewest is not a misprint even if it does contradict your intuition If several squares fit this criteria equally well then select one of them at random This additional criteria is reasonably implemented in a program, and although it doesn't guarantee a successful tour you are apt to be surprised by the results!

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1) Sell W W Reuse *Mathematical Recreations and Essays* Macmillan and Co London 1940
2) Kemeny, J G and Kurtz, T E *BASIC Programming* Second Edition John Wiley and Sons New York 1971

Big Surprise From Small Computers

In Chess Matches

Great things come in small packages—especially when computers compete in chess matches In two matches here and abroad small computers performed surprisingly well against giant competitors

David actually conquered Goliath in an intramural chess match at Columbia University when a small Data General Supernova—about the size of an attache case—checkmated an IBM System 360/91—one of the largest in the world—in just 25 moves

The Supernova owned by Columbia's Department of Electrical Engineering and Computer Science had a memory capacity of 32 768 bytes the IBM system part of the university's computer center had a capacity of near 2 million bytes

The Supernova chess program was written by Professor Monroe Newborn of the Electrical Engineering and Computer Science Department and by student George Arnold II It is written in assembly language and uses a technique that determines the next move by searching between four and eight half moves ahead selectively analyzing about 1 000 terminal positions A move is determined in about one minute—well within chess tournament rules

The game lasted more than 90 minutes but the Supernova gained a decided advantage on the sixth move the System 360/91, playing white blundered and traded a knight for a pawn One of the program authors noted that the computer saw the correct move (bishop takes bishop) but didn't realize that exchanging bishops would save the knight Once the big computer decided it could not save the knight it decided to pick up a pawn

"Having exclusive use of the smaller computer, along with running the program on-line, helps us get the greater speed and capacity of the larger machines" Professor Newborn said

In another surprising match, a Computer Automation Naked Mini computer using only 16 000 words of 16-bit memory came in 12th in stiff competition in the World Computer Chess Championships held in Stockholm Sweden

"I'm no expert at chess! In fact, I'm just an average amateur but I like to play with computers Even so I was surprised indeed" says Bob Prisen, Interscan Data Systems Ltd , United Kingdom who programmed the Naked Mini He spent approximately 300 hours in an eight month period and used BASIC assembler language

The first-place winner, by contrast was a large-scale English-built ICL 4/70 computer entered by the Moscow Institute of Control Science The machine and its programming had been prepared by a team of 10 fulltime staffers for more than two years The computer used a program called KAISSA

During the Swedish match the Naked Mini played in England Communications between Prisen and the computer were established using international telephone lines and an acoustic coupler with a Teletype and an on-line visual display unit

Prisen said he hopes that a European or British Chess Computer Championship can be arranged in the future "If it occurs, I'm confident the Naked Mini computer will greatly improve its position in the Chess Computer League with a bit more core memory and programming effort," he said

About Computing

by Geoffrey Chase, OSB
Portsmouth Abbey School RI

There a lemous theorem that runs something like this

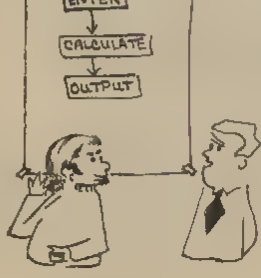
1 Any non-trivial program has at least one "bug"

2 (Corollary) Any program that works is trivial

Computing—I e giving e set of instructions ('program') to e machine telling it what to do and what pathe to take if this rather than that happens, and when to stop—is different from what most people seem to expect To begin with, it doesn't necessarily have anything much to do with numbers arithmetic or algebra though students of these subjects often use computers and usually (by no means always) find programming easier than do people who haven t much math background

Another odd feature is that it is not quite as much a matter of "right or wrong answers as one might think. Almost no one gets his program right the first time he runs it unless it s copied all e book or does nothing you couldn t do better without the machine. And of those who do get the 'right answer'—i e. a program that finally works—some will write programs that are unnecessarily slow, use up too much of the machine's memory and stretch an accumulation of small errors into large ones (computers don t make mistakes but they often generate error—figure that one out!) Some-one else may write a program that is lean feut, elegant fast and accurate Both have come up with the "right answer", but the second program is obviously "righter" than the first Often it is also simpler or simpler-*looking* than the inferior program

The hard part of computing is keeping your head clear The easy part is what looks hard... programming in some sort of language



I d expected a little more documentation

Some more theorems" stated without proof

3 Any tool can write a program no one else can understand It takes intelligence to write one that is clear and seems easy

4 Our #3 feel will find six weeks later that even *he* can't figure it out

Write programs as someone else can read them Use a few comments, make the order of the program achieve as near as can ed to the order in which one *thinks* about the problem eding solved

5 Computers are *dynamic*—they "move" things Many familiar expressions in math and elsewhere are *static* reflecting an unchanging truth but not giving much hint of how to find or figure So your job in most instances is to find some sort of repeated *process* (they call computers processors" sometimes) which will get you what you want in a finite number of "moves" or steps

Such a process is called an "algorithm" You often don't know by the way *how many* moves or steps will be required merely that there will od only a finite number of them

It s not at all rare to write an "infinite program" by mistake This can hang up the processer and the programs of other users who will ed tempted perhaps to hanging of another sort

Example $Y = 5x^3 + 4x^2 + 3x + 2$ and X = (let s say) 1 2 how do we find the value of 'Y'?

"Static" method multiply X times X times X times 5 and then all the way down the line A lot of work.

Dynamic method let Y = 5 Now for K' equal to 2 then 1 then 0 do the following

a Multiply Y times X (which is 1 2) and add the coefficient of X-to-the-K power When K reaches 0 this is the so-called "constant term" +2 in our problem Let Y = this new value and *throw away* the old value of Y in computer talk

Y = Y*X + C(K) where "*" means "times and C(3) C(2) C(1) C(0) are the coefficients (from left to right) of our equation Note that C(K) means "C subscript K"—not "times K"—and that the = sign really means "is replaced by" rather than is identical to

b Your last Y is the answer Believe it or not, this is by far the easier way to do our problem

This repeated application of a simple idea is the key to programming

6 A women s work is never done and neither is the programmer's

You will nearly always find yourself rewriting programs It might work but you would like another feature added or, it allows up if the user does something stupid so lets check for stupidity on his part or it can be combined with two or three other short programs to make the Pan-galactic Interplanetary Super Solver that cures all ailments

It s like fine furniture sanding resanding finishing refinishing until you really like the looks of it

7 When in doubt guess You don t know what will happen If ? Well try it Smart guess work

David vs. 12 Goliaths

by Monty Newborn

It looked like a sure thing. David would quickly polish off his opponents and we would be able to have an early dinner—most likely before midnight! The slightest bet between programs to determine a national champion usually begin at 7 p.m. at the ACM Annual Conferences and continue until almost dawn—certainly well past midnight—and for these participating this means a late gourmet meal at a nearby twenty four hour diner over which the evenings activities are rehashed. But tonight rather than battling each other the twelve programs were scheduled to take on David Levy, British International Chess Master in the first simultaneous chess exhibition in history in which a Master could not count on his opponents cringing in respect. Dinner was not too far off.

The scene was a second floor conference room in the Radisson Hotel in downtown Minneapolis. The date was October 19, 1975. The audience of several hundred included both chess experts and computer professionals. On stage were the authors along with teletypes and telephones connecting to remote computers. My role was that of organizer along with Ben Mittman of Northwestern University and participant. Data General had been good enough to provide me with a Nova 2 for the event and I served as the only live and visible entrant as far as how all the moves for my program OSTRICH were calculated. David has been serving as director of the ACM tournaments since 1971 and is likely to come out several thousand dollars in 1976 when the computer community talks to produce a program that can defeat him in a match. He accepted a wager in 1968 to this effect from a distinguished group of computer scientists. This simultaneous exhibition would certainly set straight the supporters of the original bunch.

And so the evening began. It became clear that David intended to take the computers out of book as soon as possible and in general play somewhat closed positional games. The computers played slowly, taking about 3 minutes per move while David bounced from one board to another, only seeming to be concerned over his game versus CHESS 4.4 running on a CDC CYBER 176. OSTRICH was holding ground but definitely having the worse of it. One by one David's opponents met defeat, marked visibly by the disconnected telephone and the posting of the results on large display boards in the room. But the games were lasting longer than I expected. David must be playing very safe was my guess. He doesn't want to lose any games or draw any either. The pressure against OSTRICH continued to grow with David building up small gains. But it was now nearing 10 p.m. and there were still about six programs alive. I became completely immersed in my game at this point, losing track of what was happening in the other games. David seemed to be only a few moves from crushing OSTRICH and I was glad to see OSTRICH had made a run of it at least. But then a rook sacrifice by David made a weak 25th move giving OSTRICH some chance for equalizing the game and even a chance to gain the lead. OSTRICH saw David's error and made the correct reply and David was in trouble—but not enough. David playing at a slight material disadvantage gradually recaptured the lead and defeated OSTRICH on move 50. Thus at about 11 p.m. OSTRICH joined the ranks of about 8 other programs that had gone down to defeat. I could now relax and watch David finish off his other opponents.

But it didn't happen that way. David found himself behind in two games and fought to survive until well past midnight when his opponents agreed to draws. CHESS 4.4, the program of David Slate and Larry Atkin of Northwestern University and TREEFROG, the work of Ron Hansen, Russell Crook, and Gary Calnek of the University of Waterloo, both were afraid but unable to develop a strategic plan leading to a resignation by their mortal opponent.

So once again at 1 a.m. we went to the local diner to rehash the day's events and speculate on how numbered David's days are. On a head-to-head match ten years may still be safe but David—beware!

"About Computing" continued —

is much more important. In (even) pure mathematics to say nothing of more practical things, then people realize. Every theorem was once merely a conjecture. It is important to find the proof, but it is almost more important to find something to prove!

8. Aesthetics (elegance, style) count for a lot and are a lot more practical than gimmicks" in the long run.

9. Computer books and write-ups (this one included) are hard to read at first and full of words that nobody bothers to explain.

Suggestion: If you have trouble on this score plow ahead and keep on reading regardless of whether you know what the author is saying. A later page may very well explain an earlier one. Then go back to what bothered you. If it still bothers you make a note of it and lay the book down.

Another day it may come clear, or somebody may be able to answer your questions.

The writer first met computers when he was 40. The result: near despair until the above technique was used. Then things began to come clear. It is like learning a foreign language: speak and hear as much of it as you can, even if half is obscure.

10. The ingenious chaps who invent computer languages (like BASIC, which will probably be what you start with) put in error traps" to catch certain obvious blunders. But in general also:

a. The machine can and will do what you ask it to do, no matter how stupid or wise your orders may be. It doesn't know the difference.

b. The machine can't possibly tell you what you should be asking. It can do. Of fact and information value and meaning, it knows nothing. GIGO" (garbage in, garbage out) is an old IBM motto.

Good luck on your adventure!

CONCEPTUAL CHESS

THE CONCEPT EACH GAME PLAYED WITH THIS SET UP EVOLVES INTO A DIFFERENT DISPLAY OF IMAGE OCCURENCES THRU MODULATED SOUND AND COLORED LIGHT EXAMPLE PURPOSE OF ONE GAME COULD BE TO RECORD EMOTIVE SEQUENCE BY PRE PROGRAMMED SOUNDS AS PLAYERS EXPERIENCE AGRESSION FEAR, ANGER

THE BOARD IS STANDARD SHAPE AND SIZE EACH PIECE HAS ITS OWN CODED PLUG SET AS EACH PIECE IS PLACED ON ANY SQUARE, IT LIGHTS UP, IN ITS OWN COLOR, THE PATHS OF ALL ITS POTENTIAL MOVES EACH PIECE'S LIGHT SET OPTICALLY OSCILLATES AT A SPEED DETERMINED FOR THAT PIECE, WHICH IN TURN CORRES PONDS TO PREDETERMAINED MODULATED SOUND FROM EMS SYNTHESIZER SHOWN BELOW

SQUARES MADE OF TWO THICKNESSES OF LUCITE

UNDER SQUARE CIRCUIT

TOP SQUARE CIRCUIT

TRANSLUCENT LUCITE
2 THICKNESSES
WHITE - THINNER
BLACK - THICKER

LIT SQUARES REFLECTS WHITES

POTENTIAL MOVES

LIGHT MODULATES BLACKS

OVERLAPPING LIGHTS MAKE SECONDARY COLORS

CURRENT COMPLETERS

MATRIX BOARD (DIGITAL)

EMS SYNTHI 100 — THE ULTIMATE MUSIC SYNTHESIZER STORAGE CAPABILITIES 10,240 BITS 256 SUCCESSIVE EVENTS (TEN GAMES) REMEMBERING SOUND SEQUENCES OF EACH GAME AND STORES IT WITH POST PRODUCEABILITY. FULL EDITING UNITS, TWO FIVE OCTAVE KEYBOARDS, SIX TRACKS, TWELVE DRIFT FREE OSCILLATORS. GAMES MAY BE COMBINED, EDITED AND PLAYED BACKWARDS OR FORWARDS AT ANY SPEED GIVES COMPLETE CONTROL TO PLAYERS.

THE INCREDIBLE VARIETY OF TONE PRODUCEABILITY ENABLES ONE TO INSERT IDENTIFIABLE CHORDANTS INTO SEEMINGLY RANDOM SEQUENCES, I.E. WHITE SQUARE GIVEN SOUND OXY, TAKES BLACK PAWN - (GIVEN SOUND OY), TO PRODUCE SOUND OXY (DISCHORDANT) TO DENOTE "CHAGRIN"

AT CHECKMATE, COMPUTER IS PROGRAMMED TO DETONATE STICK OF DYNAMITE UNDER LOSER'S CHAIR (KA-BOOM!)

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A Brief Guide to the Theory of Relativity

(in easy-to understand language)

by Peter Payack

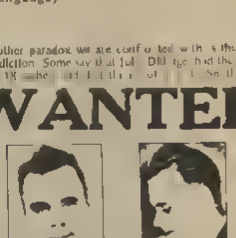
When the theory of relativity was first promulgated by Albert Einstein in 1905 it was said that only twelve men could understand it. Unfortunately that was 70 years ago, and they are probably all dead now. So we cannot look to them for any help but must rely on our own resources.

A short time ago it came to me in a dream (a vision or television commercial (I can't remember which)) to use the metaphor of a train when describing the mechanics of relativity. The Long Island Railroad is the perfect example.

One of the paradoxes of relativity is that of time. Picture yourself on a Long Island Railroad commuter train at rush hour. There is a clock on the station wall and further suppose that it works. Remember to avoid imagination is important. The clock on the wall says 5:01 when the train pulls out at the speed of light. After a period of time the train has traveled 186,000 miles past Hempstead. It was 5:01 when the [illegible] left the station and it is now 5:01 when the train arrives at Babylon. Time has not changed. It is still 5:01. The train has traveled 186,000 miles in no time at all. Now I must stress that this is only a thought experiment. In reality the train would be destroyed by the tremendous forces involved in attempting to reach the speed of light. Besides, the Long Island Railroad will never attempt to reach the speed of light.

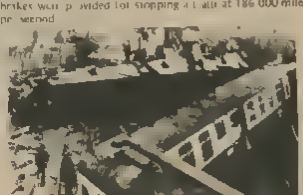
The point is that relativity proves that there is no universal time. Time is relative to the observer. Time is relative to the speed of light. Time is relative to some New Yorkers. Time is relative to Eastern Standard Time.

Another paradox we are confronted with is the length contradiction. Some say that John Dillinger had the longest [illegible] in the history of [illegible].



Personally I think this claim. Nevertheless what we continue [illegible] ride at the speed of light. Hopefully avoiding [illegible] we would find some amazing changes in appearance as we pass through stations along the way. People in the stations will think that the train has become shorter while those in the train will appear that the platform has become wider and taller. This is not unusual right after cocktails. The only person things won't seem distorted to is John Dillinger and that's because he's dead. To a dead person length, width and even relativity don't matter much.

In a straightforward manner then, the theory of relativity provides us with a most dizzying picture of the world around us. Unfortunately for us on this train technology has not increased as rapidly as theory and we have broken down twice while shopping at 186,000 miles per second.



by David H Ahl

How does one solve a puzzle or problem? There are direct and indirect approaches Frequently the "scientific method" is advocated as the generalized approach to solving all kinds of problems Stated briefly the scientific method consists of the following steps

1 State the problem Break it down into manageable pieces if necessary
2 Collect facts and data
3 Using the data try a solution Does it meet the objectives? Does it solve the problem? If so is it the best solution? If not go back to Step 2.

But how do we get the solution from the data? Several possibilities exist

1 *Deduction* Reaching a conclusion from something already known
2 *Inference* Reaching a conclusion from facts and evidence
3 *Trial and Error* Keeping at it avoiding past mistakes until you get it right
4 *Experimentation* Trying something new and observing the results to achieve a goal
5 *Intuition* Direct perception of the truth that bypasses analysis

In the puzzles and problems which follow you'll probably have to use all five of the above methods at one time or another Sometimes a calculator or computer will come in handy—but it's up to you to decide when you need outside aids And although you can write a computer program to solve some of the problems you have to decide whether the programming effort is worth it It would it take less total time to solve it by pencil paper and human brain than with the exact of a machine

I assembled this collection of puzzles and problems from about 20 sources which are cited at the end plus a pile of original puzzles which I've been writing and accumulating in a dog-eared folder for years If you like this kind of stuff let me know and we'll run more

Mathematical Puzzles and Pastimes Philip Haber (Ed) The Peter Pauper Press Mt Vernon NY 1957 $1 95

Pencil Puzzles & Word Games 5th Edition Dell Publishing New York 1975 35¢

The Math Entertainer. Phillip Hedford Emerson Books Buchanan New York 1969 $5 95

150 Puzzles in Crypt Arithmetic Maxey Brooke Dover Publications New York 1963 $1 25 (Available thru *Creative Computing* Library)

101 Puzzles in Thought and Logic C R Wylie Jr , Dover Publications New York 1957 $1.35

Invitation to Mathematics W H Glenn and D A Johnson, Dover Publications New York 1960 $3 50

Pillow Problems and a Tangled Tale Lewis Carroll Dover Publications New York 1958 $1 50

Fun With Mathematics Jerome S Meyer World Publishing Co Cleveland, 1952.

Mathematical Puzzles for Beginners & Enthusiasts Geoffrey Mott-Smith, Dover Publications New York, 1954 $1 75

Computer Programming Problems NCC Publications U K 1975 $0 75

Gamesmag (Vol I No 1) Center for Open Learning Box 5434 Berkeley CA 1975 $0 75

Games & Puzzles 11 Tellenham Court Road London W1A 4XF England One-year subscription to USA $11 40 (One of the very best games magazines!)

The Mathematical Puzzles of Sam Loyd Vol II, Martin Gardner (Ed) Dover Publications New York.

The Fleegesin Scandal and Other Puzzles, Ivan Morris (Preprint of a forthcoming book)

Computer Problem Solving R. P Watkins John Wiley (Australasia) 1975

15 pages of puzzles

SPEED TRAP

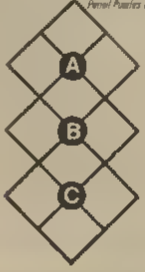
One day as a motorcycle cop was watching the street for speeders he spied one coming down at breakneck speed about ¼ mile away If the cycle covered 55 miles in an hour and caught up to the car in 300 seconds how fast was the car traveling?

Mathematical Puzzles and Pastimes

NUMBER DIAMONDS

Can you distribute the numbers 1 through 10 (using each number only once) in the blank spaces in such a way that the numbers surrounding each letter—A, B or C—will total 20? Several different combinations are possible

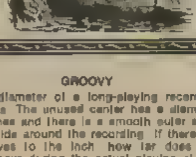
Parlor Puzzles & Word Games



HOW LONG, MONET?

A water lily doubles itself in size each day From the time its first leaf appeared to the time when the surface of the pond was completely covered took forty days How long did it take for the pond to be half covered?

The Math Entertainer



GROOVY

The diameter of a long-playing record is 12 inches The unused center has a diameter of 4 inches and there is a smooth outer edge 1 inch wide around the recording If there are 91 grooves to the inch how far does the needle move during the actual playing of the recording?

The Math Entertainer

ELECTRONIC LULLABY

Our small neighbor was given an electronics set for Christmas and we have had no peace since His latest model is an electronic organ Unfortunately it only plays three notes a high note ping a middle note mmmmmm and a low note bong He has wired these up so that the same note repeated for example, ping ping is immediately followed by an mmmmmm A note followed by a lower note is followed by ping and a note preceding a higher note leads to a bong Really quite impressive for a twelve-year-old but it's getting on our nerves Can you explain why?

Games & Puzzles

"ABRACADABRA"

An old numerologist from the Left Bank reports a secret Grecian formula for finding prime numbers (numbers divisible by nothing but 1 and themselves like 7 17 19) $W^2 - W + 41 = P$

For every whole number W P is prime Correct?

WIRED UP

A telegraph wire is laid around the surface of the moon at its equator A second telegraph wire is laid around the surface of the planet Mars at its equator It is now required to raise each of these wires six feet above the equators Clearly, in each case, more wire is required to do this but how much more for each of the two bodies?

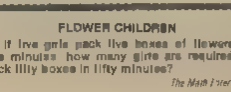
You may assume that Mars and the moon are both perfect spheres having respective diameters of 4140 miles and 2160 miles You may also assume that when the wire is raised six feet all the surfaces concerned it will not sag between whatever supporting poles them are

Games & Puzzles

SQUARE ROTATION

This circle square and triangle each have the same length perimeter If the circle is rotated without slipping around the other two in which case will it rotate through the largest number of degrees?

Games & Puzzles



FLOWER CHILDREN

If five girls pack five boxes of flowers in five minutes how many girls are required to pack fifty boxes in fifty minutes?

The Math Entertainer

IMPOSSIBLE DIVISION

Aunt Jenny had 3 greedy nephews—Philip, Sam and George, who eagerly looked forward to the day when she would die and leave her money to them. But Aunt Jenny decided to play them a little trick. She called in her lawyer one day and made out her will as follows:

The total estate amounting to $1,717 is to be shared by the nephews as follows:

Philip is to receive ½ Sam ⅓ and George 1/9 with the proviso that each is to receive an amount in even dollars only, according to his share. Each nephew is to have 24 hours counting from the hour of death, to calculate the exact amount in dollars he is to receive. If in the event any calculated share amounts to dollars and cents, or if no exact amount in dollars is arrived at at the expiration period of 24 hours, the whole sum becomes forfeited and is to be bequeathed to a worthy charity designated under Paragraph 7 of said will.

The very next day Aunt Jenny passed away and her lawyer called in her three nephews to hear him read the will. At the end of the reading they started to calculate their shares but to their consternation found that no matter how they figured their shares they could not make them come out in an even amount in dollars.

At the end of 23 hours and 50 minutes, they were desperate, but in the last 10 minutes all went well. How did they solve their problem?

Mathematical Puzzles and Pastimes

ALL NINES

What six digit number added to itself five times will give a total each time having the same digits as that number but differently arranged, and after the sixth addition will give a total of all nines?

FREDDY THE FROG

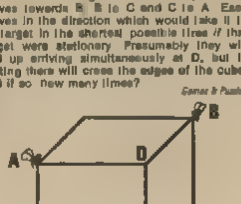
Freddy the Frog falls into a 90-foot well with a great splash and at once starts climbing to the top. He goes up three feet every day and falls back two each night. Freddy continues in this indomitable fashion until he has reached the very top of the well. How long has it taken him?

Fiendgame Scandal

FLIES ON CUBE

Three flies start at three corners of a cube, at A, B and C. The starting-gun fires and each starts crawling towards one of the others all moving at identical speeds. A moves towards B, B to C and C to A. Each moves in the direction which would take it to its target in the shortest possible time if that target were stationary. Presumably they will end up arriving simultaneously at D, but in getting there will cross the edges of the cube, and if so, how many times?

Games & Puzzles



JERSEY CENTRAL FLYER

From Philadelphia to Atlantic City is 60 miles. Two trains leave at 10:00 A.M., one train from Philadelphia at 40 miles an hour and the other from Atlantic City at 60 miles an hour. When they meet, are they nearer to Philadelphia or to Atlantic City?

The Math Entertainer

A CURIOUS PROPERTY

The number 142857 has many remarkable features. Here is one of the least known: $142857^2 = 20408122449$ and $142857 = 20408 + 122449$! There are four numbers of three figures with the same property. Square the number, add the number formed by the last three digits to the remaining number and the original number appears. One is the trivial 001, slightly less trivial is 999. And your puzzle is to find the other two. It may encourage you to know that their sum is exactly 1000.

Games & Puzzles

CRYPTOGRAMS

In these cryptograms another letter of the alphabet has been substituted for the right letter. By noticing the frequency of certain letters (e, a, o, and n are usually the most often-used letters in English) and by looking for repeated patterns of letters in the words, you should be able to break each code. Each cryptogram is in a different code.

1 CTW EYDW GXH
FC FW PCDSTV
SE FC FWUU
XUU HCY RTCG

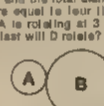
2 BOC ALWZG
KJZU J WLRM
GILPC GOLPI
IOUC SJRI IL
IUWW JRLIOUP

Pencil Puzzles & Word Games

A NON-SLIPPERY PROBLEM

The figure shows four rollers which roll against each other in sequence without slipping. The diameters of A and D are 4 inches and B inches respectively. B is twice the diameter of C and the total diameters of B and C together are equal to four times the diameter of A. If A is rotating at 3 revolutions per second, how fast will D rotate?

Games & Puzzles



CHARMER

In a remote country village there lived a poor woman who found it necessary to cross a certain bridge every day in order to earn her livelihood in the next village. One day as she was about to cross she was approached by a stranger who promised her riches if she followed his directions. "Take this charm," he said, "and you'll find that each time you cross, your money will be doubled. At the end of each day I'll be waiting for you to pay me ½ the money you then possess. But the charm will bring you this luck for only 3 days. Then you must return it to me or ill luck will befall you."

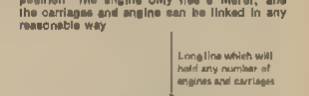
After 3 days the stranger had collected 14 times as much money as the woman had originally while she came out $7.00 richer.

Could you find out how much the woman had originally and the amount the stranger was able to collect?

Mathematical Puzzles and Pastimes

SWITCH THE CARS

There are two railway carriages and an engine on the network of lines and sidings as shown below. As with all railway line intersections, points are used. Trains cannot go round corners, as they must move into a siding and then come out of it into the new track in the same order. The siding labelled X can hold either two carriages or a carriage and an engine and nothing more. The siding labelled Y can only hold a carriage (an engine will not fit on it). Devise a method for shifting the engine and carriages around so that the carriages labelled A and B are swapped over and the engine E is returned to its original position. The engine only has a motor, and the carriages and engine can be linked in any reasonable way.



SANDAL SALES

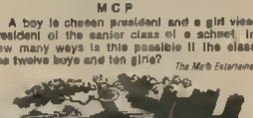
A town in Iberia has a population of 20,000 people. 5 percent of them are one-legged, and half the others go barefoot. How many sandals are worn in the town?

The Math Entertainer

M C P

A boy is chosen president and a girl vice-president of the senior class of a school. In how many ways is this possible if the class has twelve boys and ten girls?

The Math Entertainer



SLUM HOUSING

A landlord owns a multiple dwelling housing project consisting of 2-room, 3-room, 4-room and 5-room apartments renting for $80.00, $90.00, $150.00 and $120.00 respectively per month. Altogether he has 100 apartments for which he receives $10,800 monthly from his tenants.

Find the number of apartments he can rent of each type.

Mathematical Puzzles and Pastimes

SEQUENCE TEST

Study the series of pictures below. Then, starting with picture E see if you can arrange them in the proper order so that they will present a logical sequence of events.

If you complete this test correctly you rate very high in combining your power of observation with your power of deduction

Pencil Puzzles & Word Games

ARTFUL ARITHMETIC

Johnny is not very keen on mathematics so he jumped at what seemed to him to be a quick way of discovering which of two fractions is the larger. Asked to find, for example, the larger of 2/5 and 3/7 he simply replaced them by 2/3 (2/5-2) and 3/4 (3/7-3) respectively, which he immediately replaced by 2/1 and 3/1 concluding triumphantly that the first 2/5 is the smaller.

The teacher's problem - and yours, is of course to decide whether Johnny's method is valid or whether it is nonsense, and his correct answer to this particular problem only a lucky fluke.

Games & Puzzles

HMMMM

$6^{th} = 32$. Find m

SEVEN PAIRS

If two 1's, two 2's, and two 3's are arranged thus

2 3 1 2 1 3

then the two 1's enclose 1 other digit, the two 2's enclose 2 other digits and the two 3's enclose 3 other digits. Can you find a similar arrangement using the seven pairs 1 1, 2 2 ... 7 7? Counting reflections there are 52 different solutions so it shouldn't be too hard finding one!

Games & Puzzles

MONEY MONEY

One day Phil found to his dismay that he was short in funds by a certain amount. So he wired his sister Amy, as follows:

$ W I R E
M O R E
SM ON EY

How much should Amy send Phil?

Mathematical Puzzles and Pastimes

THE BLETCHLEY LAWN TENNIS CLUB

A total of 111 players belong to the Bletchley Lawn Tennis Club. What is the smallest number of games (all singles) necessary to determine who is the best player in the club? (Time limit: 30 seconds!)

Fiendyne Steendel

A PRIME DEAL

Buying a new car is no joke; but my dealer was very understanding:

he told me, "And it's a prime deal - the best deal you could possibly get. What was the deal?

Games & Puzzles

PROBLEM FOR MA BELL

If the first three letters of a telephone number indicate the name of the exchange, how many such arrangements of three letters is it possible to devise from the twenty-six letters of the alphabet?

(Afterthought: Without looking at a telephone, what two letters are not used on an actual dial?)

The Math Entertainer

THE 100-BLOCK GANG

Bob and four other youngsters who live in the 100 block of Center Street have formed a group known as "The 100-Block Gang." Center Street runs east-west, numbers start at the west end of the block, with odd numbers on the south side of the street. There are five houses on each side of the block as the numbers run from 101 to 110. From the following clues about the five and their families you should be able to decide the full name and address of each member of the group.

1. The Baileys and the Prices live directly opposite each other in the center of the block.
2. John lives directly between Ethel and the Greens.
3. Vera lives directly across the street from Martha and next to the Baileys.
4. The Berrys live immediately east of the Prices. There are no young people directly across from the Berrys.
5. The Golds live on the south side of the street and John on the north side.

For this problem we have presented a diagram of the 100 block. We found it to be more of a solving aid than a regular chart would be.

Pencil Puzzles & Word Games

DOUBLE OR TAKE

This is a game for two players for which you need at the very most pencil and paper. One player names a number. His opponent has a choice between doubling it, or taking from it a perfect square or a perfect cube. The first player plays again in the same manner and an on alternately until one player on his turn reaches zero. He is the winner.

Some numbers are obviously losing. For example, left with 2 you have a choice between doubling to 4, or taking 1, leaving 1. Either way he will subtract a square and win immediately. Similarly 5 is a loss. If you double take 1, take 4 your opponent will take 5 ($=2^2$). Take 4 or take 1 respectively. Now suppose you are left with 21. Should you win or lose? If you are left with 17?

Games & Puzzles

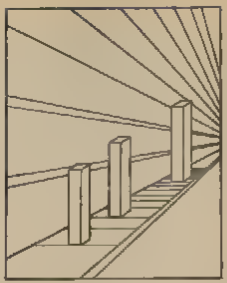
NUMBER COMBINATIONS

(A) Use three sixes to make 7
(B) Use three fours to make 11
(C) Use three threes to make 24
(D) Use three fives to make 5
(E) Use three fives to make 10

Recreations Scientific

NEXT?

What is the next number in this series
92 74 46 22, 15



The large rhomb in rear is the same size as the others.

CATS & RATS

If 5 felines can devour 5 rodents in 1/10 of an hour, how many would it take to devour 100 rodents in 6 000 seconds?

Mathematical Puzzles and Pastimes

CHANGE FOR A DOLLAR

What is the largest amount of money you can have and still be unable to give change for a dollar? (Assume all your U.S. currency is in coins.)

ZILCH—MILCH—PILCH

If 1 zilch is equal to 13 milches and 1 milch is equal to 23 pilches, would you accept 8,000 pilches for 26 zilches?

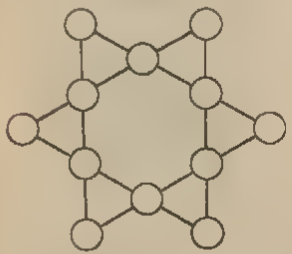
AND COMPUTER SCIENCE?

Among one hundred applicants for a certain technical position it was discovered that less had never taken a course in chemistry or in physics. Seventy-five had taken at least one course in chemistry. Eighty-three had taken at least one course in physics.

How many of the applicants had had some work in both chemistry and physics?

101 Puzzles in Thought and Logic

MAGIC HEXAGON



Can you insert the numbers 1 to 12 in the diagram above so that the sum of the four numbers along each line totals 26? If you manage that successfully now try it with the added restriction that the six points of the hexagon must add to 26 also!

Games & Puzzles

TRUTH & FALSEHOOD

In a faraway land there dwell two races. The Anenias were inveterate liars, while the Diogenes were unfailingly veracious. Once upon a time a stranger visited the land and encountering a party of three inhabitants inquired to what race they belonged. The first murmured something that the stranger did not catch. The second remarked: "He said he was an Anenia." The third said to the second: "You are a liar!" Now the question is: of what race was this third man?

Mathematical Puzzles

HALVING NUMBERS

When is one half of ten equal to five, but one half of nine equals four; one half of eleven is six and one half of twelve seven?

Games & Puzzles

ODD ARRANGEMENT

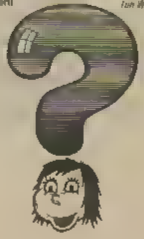
Arrange the nine digits so that the first three shall be ½ of the last three, and the central three equal to the difference between the first three and the last three.

Numbers shall be as they are arranged not totalled.

TELL ME WHY, DAD

Sometimes little boys who ask too many questions tie their parents into mental knots. Take for example the young brat who asked his father (a professor of philosophy) if God could do anything. Of course the father said "Yes." "Then can he make a stone so large that he can't roll it?" asked junior. The professor was about to say "Yes" again but remained silent.

Fun With Mathematics



TOO MUCH BEER?

The following is a portion of a report submitted by an investigator for a well-known market analysis agency with standards of accuracy so high that it seems that an employee's first mistake is his last.

Number of consumers interviewed	100
Number who drink coffee	75
Number who drink tea	71
Number who drink both tea and coffee	46

Why was the interviewer discharged?

101 Puzzles in Thought and Logic

OLYMPIC WALKERS

A and B begin, at 6 a.m. on the same day, to walk along a road in the same direction, B having a start of 14 miles and each walking from 6 a.m. to 6 p.m. daily. A walks 10 miles at a uniform pace the first day, B the second, C the third and so on. B walks 2 miles, at a uniform pace the first day, 4 the second, 6 the third, and so on. When and where are they together?

Pitfall Problems

A SMALL TOWN AFFAIR

There is a small town of a few hundred inhabitants of which the following statements are surprisingly true

1) Every man in the town is a perfect logician and is aware that this is true of every other man in the town
2) Every man in the town knows *all* about the behavior of every woman in the town, with the exception (if he is married) of his own wife (it is taboo for anyone to speak about a woman to her husband)
3) It is an immutable custom (abhorrent to us maybe but as inevitable as night following day to them) that when a man discovers that his wife had been unfaithful, he takes her out into the town square that same night and, on the stroke of midnight, shoots her
4) There are 40 unfaithful wives in town

Now (the fee ceases continuing (in uneventful course for some time when one fateful summer's day June 1st actually the Mayor summons all the townsmen to a meeting in the town hall "I am very sorry to have to tell you this" he says "but there is an unfaithful wife in this town" The meeting ends and the men disperse What if anything happens and when? (Not an easy problem!)

Games & Puzzles

ONE BAG OR TWO?

There are two bags one containing a counter known to be either white or black, the other containing 1 white and 2 black A white is put into the first, the bag shaken, and a counter drawn out which proves to be white Which course will now give the best chance of drawing a white—(a draw from one of the two bags without knowing which it is, or (b emptying one bag into the other and then drawing?

Fiendish Problems

VERY ODD

There are 6 consecutive odd numbers and when they are multiplied by each other you get 34,459 425

You'll find them—if you try hard enough

Mathematical Puzzles and Pastimes

PERSISTENT PADDLER

A woodsman paddling steadily across the still surface of a northern lake saw a magnificent bass break water directly ahead of him Twelve strokes he counted until his canoe (first crossed the ever-widening circle the fish had made and (then twelve more before he broke through the circle on the opposite side For a time thereafter he sought relief from the pleasant monotony of his journey by calculating how far away the fish had been at the moment it jumped but it proved too much for him and he soon gave himself up to less specific thoughts

Can you complete his calculation?

101 Puzzles in Thought and Logic

TYPEWRITER TWISTER

For this puzzle you need to know your typewriter keyboard very well, or otherwise have a typewriter in front of you Each letter is coded by the row it is in and its position in the row Thus Q which is the first letter in the first row will be 11, and P, the last letter in that line and the tenth will be 110 D the third letter in the second row will be 23

A certain word is coded in this manner and then each number from 1 to 10 is replaced by a different number from 1 to 10 Finally the resulting number pairs are converted back using the same code reversed into letters The letters in sequence are SMFONEHUX What was the original word?

Games & Puzzles

SKEW ADDITION

In this addition sum the powers of 3 have been written under each other, but with each unit digit displaced one to the right compared to the preceding number Assuming that the powers of 3 are added up forever in this manner what will the answer be?

Games & Puzzles

```
    1
    3
    9
   27
   81
  243
  729
 2187
 6561
19683
```

NONE GIVEN

If the third is JAS and the fourth is QND what are the first two?

SEE-SAW

Nine boys, none of whom weighed more than 100 pounds or less than 50 pounds, experimented on a see-saw and found the following lucky thirteen facts

A The see-saw balanced because the total weight at each end was exactly equal

1 Art and Dan with George and Henry
2 Art and Chuck with Dan George and Ira

B These groups were excellent, the differences in weight at the two ends being no more than ten pounds

3 Bob and Chuck with Ed and Fred
4 Chuck and George with Ed and Henry
5 Dan and George with Ed
6 Art George & Henry with Chuck and Ed

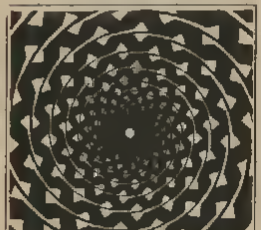
C These groups were quite unbalanced the differences in weight at the two ends being 25 pounds or more

7 Ed with Fred
8 Art with Don
9 Don with Fred
10 Chuck with Ira
11 Bob and Don with Henry and Ira
12 Chuck and Henry with Fred and Ira
13 Art Chuck and Henry with Dan Ed and Fred

How many pounds does each boy weigh? Thinking caps will be required for this one

Games & Puzzles

Circle or Spiral ?



THREE BAGS

There are 3 bags one containing a white counter and a black one another two white and a black and the third 3 white and a black It is not known in what order the bags are placed A white counter is drawn from one of them and a black from another What is the chance of drawing a white counter from the remaining bag?

Pitfall Problems

BARREL OF FUN

If a millionaire offered you your choice between a barrel filled with half dollars and the same barrel filled with dimes which would you choose?

Fun With Mathematics

TENNIS AT HILLCREST

Eight men entered the recent Hillcrest tournament at Hillcrest The tournament was played in three consecutive days one round per day and happily no match was defaulted The first and second round matches were stipulated to be 2 sets out of 3, while the final was 3 sets out of 5 A spectator who was present on all three days reports the following facts

1 Eggleston never met Haverford

2 Before play began Gormley remarked jocularly to Bansroft, "I see that we meet in the finals "

3 Chadwick won a set at love But lost his first match

4 Altogether 140 games were played of which the losers won 43

5 When the pairings were posted, Abercrombie said to Devereaux Do you concede, or do you want to play it out?"

6 On the second day, the first-round losers played bridge, and the same table gathered on the third day with Eggleston in place of Abercrombie

7 Bancroft won 5 games
8 Franklin won 37 games

9 The first score of the tournament was a service ace by Gormley, at which Eggleston shouted "Hey I'm not over there!"

Who won the tournament? Whom did he beat and by what score?

Mathematical Puzzles

THREE COINS

Show the different ways that three coins turn up There are eight ways in all

a What is the chance that the three coins will turn up all heads?

b What is the chance that the three coins will turn up two heads and one tail?

Invitation to Mathematics

GIGO

What is wrong with the conclusions based on the data given in problems 1 through 4?

1 How many days do you go to school?

	Days
Days in a year	365
You sleep at least 8 hours per day or ⅓ of the year	— 122
This leaves	243
You have 52 Saturdays and 52 Sundays off	— 104
This leaves	139
You have summer vacation for three months	— 90
This leaves	49
You have Christmas and Easter vacations	— 19
This leaves	30
And you spend at least 2 hours each day eating	— 30
Days left to go to school	0

2 More people were killed in airplane accidents in 1960 than in 1925. Therefore it was more dangerous to ride an airplane in 1960 than in 1920.

3 Checkered cows produce 20 percent more milk than other cows. Therefore, checkered cows are the best milkers.

4 There are fewer accidents in France than in Germany. Therefore it is safer to drive a car in France than in Germany.

Invitation to Mathematics

KRYPTIC KIDS

There are eight brothers and sisters in a family: Georgette, Ulysse, Yvon, Marie, Annette, Roger, Isadora and Emile. All are less than ten years old. If you represent the age of each child by the first letter of its name, you obtain

```
        YU
GUY ) MARIE
      MARE
      ----
        EE
```

If Marie is the youngest of the sisters, what is her age?

Mathematical Puzzles in Crypt-Arithmetic

SIMPLE MULTIPLICATION

Let us take any two numbers + fractions and multiply them together. Then let us take the same two numbers + the equivalent decimals and multiply them again. Naturally you would expect the two answers to be the same. But let's see:

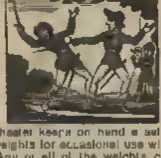
18½	18.5
12½	12.5
32	6 20
18	33 8
½ (half of 18½)	185
½ (half of 12½) Answer	206 25
Answer 206½	

What has happened to the other ¼?

Fun With Mathematics

COUNTERWEIGHTS

The large flats and other pieces of scenery used in a vaudeville theater are counterweighted by sandbags so that when they are moved only a small portion of the weight has to be borne by the stagehands.



The theater keeps on hand a set of metal counterweights for occasional use with special pieces. Any or all of the weights can be attached quickly to an elevator rope. There are five weights in the set, so arranged that it is possible to compound any load which is a multiple of 10, from 10 pounds up to the total of all five weights together. The choice of weights is such as to reach the maximum possible total load. What are the several weights?

Mathematical Puzzles

CHINESE MENU

How many guests were present at a Chinese party if every two used a dish for rice between them, every three a dish for broth, every four a dish for meat, and there were 65 dishes altogether?

The Math Entertainer

LIFT SIMULATION

Write a program to simulate a lift, capable of stopping at 4 floors. The lift is controlled by 2 buttons on the middle 2 floors (requesting a lift up and a lift down), a single button on the top and bottom floors and a set of 4 buttons in the lift itself corresponding to the 4 floors.

The lift is controlled in such a way that the buttons within the lift take precedence over those on each of the floors. However the lift can be made to stop at a floor as a result of a request there. If the lift is passing thru that floor in the right direction or alternatively if there is no request from within the lift itself.

Requests for the lift are queued and, apart from the provisos given above, are dealt with on a first come first served basis.

The program simulating the lift allows the user to press any of the buttons (by typing at the teleprinter) just before it is about to reach a floor, whether or not it is due to stop there. If there are no requests at all, the program terminates. Output from the program should indicate where the lift is, the direction it is moving and where it stops.

Computer Programming Problems

BATTER UP

How many possible batting orders are there for a baseball team of 9 players?

WEIGHT WATCHERS

The fat men in a club outnumber the thin men by sixteen. Seven times the number of fat men exceeds nine times the number of thin men by thirty two. Find the number of fat men and thin men in the club.

The Math Entertainer

SEESAW

Three brothers go to a playground to play on the seesaw. The teeter board has a fixed seat at each end, 5 feet away from the trestle on which the board swings. When Alfred and Bobby take seats, Charles, who weighs 80 pounds, balances them by sitting on Alfred's side 21 inches away from the trestle. When Charles sits on a seat, it takes both his brothers to balance him. Alfred in the other seat and Bobby one foot nearer the center. Now if Bobby takes Alfred's place, where must Alfred sit to balance Charles?

Mathematical Puzzles

SQUARE EIGHTEEN

How can the numbers 1 to 8 be placed, one in each of these circles, so that the sums of the numbers at the corners of each of the five areas, and the sum of the four numbers on the outside are all equal to 18 and the 7 and 8 are not in two corners of the same area of square?

Games & Puzzles

FAST FREIGHT

If it takes twice as long for a passenger train to pass a freight train after it first overtakes it as it takes the two trains to pass when going in opposite directions

How many times faster than the freight train is the passenger train?

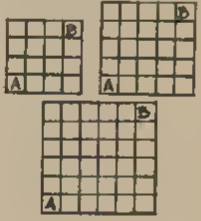
101 Puzzles in Thought and Logic

A SIMPLE PUZZLE

Try this set of simple problems with your students and see if they can draw general conclusions about how the problem would be solved on different game boards. Draw a 3" by 3" board with A and B marked as follows:

Put a penny on A. What is the smallest number of moves it would take the penny to go from A to B if it could move 1 square either horizontally or vertically per turn? The answer which is 4 is pretty easy to discover. Here's a slightly more difficult question however. How many different paths are there that takes 8 moves to get from A to B? The answer is 8.

Now try to answer the same questions on a 4 x 4, 5 x 5 and a 6" x 6 board.



Now fill in the following chart:

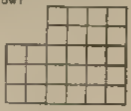
Board	*Smallest number of moves from A to B*	*Number of smallest paths*
3x3	4	8
4x4		
5x5		
6x6		

Do you see any patterns? Can you describe them in simple words? Can you also describe them in mathematical symbols?

Gamesmag

SQUARES

How many squares can you find in the diagram below?



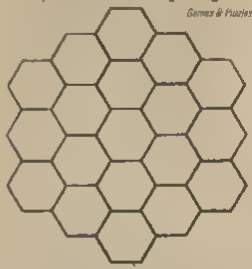
LOGIC ONLY

$$\begin{array}{r} ABCDE \\ \times\ \ 4 \\ \hline EDCBA \end{array}$$

1 TO 19

Can you place the numbers 1 to 19 in the honeycomb's nineteen cells in such a way that there is a difference of at least 4 between any one cell and its neighboring cells?

Games & Puzzles



A DOUBLE STRIP

A strip of paper is folded once as in the figure. At what angle must it be folded so that the double thickness area (shaded) is as small as possible

Games & Puzzles

ALPHASET SOUP

The word "crypt arithmetic" was first introduced by M. Vatriquant writing under the pseudonym Minos. In the May 1931 issue of *Sphinx*, a Belgian magazine of recreational mathematics, he proposed this problem with these remarks:

Cryptographers to hide the meaning of messages put figures in places of letters. By way of reprisal, we will replace each digit of the following problem with a distinct letter.

```
  ABC
x DE
 ----
  FEC
 DEC
----
HGBC
```

101 Puzzles in Crypt-Arithmetic

Although the word was new, the type of puzzle was older. The earliest one in my collection is from the *Strand Magazine* for July 1924:

TWO X TWO = THREE

ADJACENT SQUARES

48 and 192 are both squares. They have something else in common—they can both be formed by placing two squares adjacent to each other, using 4 and 9, and 16 and 9 respectively.

What are the next two squares with this property?

Games & Puzzles

SIX BOYS

The same six boys are to sit around a table for lunch. How many different arrangements can be made of the order in which they are to sit?

The Math Entertainer

AND WHO'S THE TRACK COACH?

In the Stillwater High School the economics, English, French, history, Latin, and mathematics classes are taught, though not necessarily respectively, by Mrs. Arthur, Miss Bascomb, Mrs. Conrey, Mr. Duval, Mr. Eggleston, and Mr. Furness.

The mathematics teacher and the Latin teacher were roommates in college.

Eggleston is older than Furness, but has not taught as long as the economics teacher.

As students, Mrs. Arthur and Miss Bascomb attended one high school while the others attended a different high school.

Furness is the French teacher's father.

The English teacher is the oldest of the six both in age and in years of service. In fact, he had the mathematics teacher and the history teacher in class when they were students in the Stillwater High School.

Mrs. Arthur is older than the Latin teacher.

What subject does each person teach?

101 Puzzles in Thought and Logic

SANTA CLAUS

If the value of CHRISTMAS is 110 what is the most likely value of NEW YEAR?

LAST DIGIT ONLY

What is the last digit in 7^{1000}? Try this in BASIC (remember not the entire number, just the last digit)

SHIRT SALE

"I made a smart move marking down these shirts from $2.00 remarked Mr. Gaberdine to his wife. "We have disposed of the entire lot."

"Good! said Mrs. Gaberdine. How much profit did you make?

"We haven't figured it yet but the gross from the sale was $903.77.

"Well how many shirts did you sell?"

Let the reader answer the question.

Mathematics Teacher

NOT QUITE USELESS

The well known firm of Shyster Shyster Shyster Shyster & Sons is in trouble. The calculating machines they use to work out their fees are badly broken down. One will only add another will only subtract. The third will only multiply and the fourth will do nothing but divide. Which machine will be of most use to the poor clerks who are totally useless at mental arithmetic?

Games & Puzzles

NEXT IN SEQUENCE PLEASE

1. Ten letters—what is the eleventh?

N W H O I T E I I E ?

2. The answer to this one is far out, outa sight! Just too much.

M V E M J S U N ?

Games & Puzzles

THE THREE BEGGARS

A charitable lady met a poor man to whom she gave one cent more than half of the money she had in her purse. The poor fellow, who was a member of the United Mendicants Association, managed while lamenting his thanks to chalk the organization's sign of a good thing on her clothing. As a result she met many objects of charity as she processed on her journey.

To the second applicant she gave two cents more than half of what she had left. To the third beggar she gave three cents more than half of the remainder. She now had one penny left.

How much money did she have when she started out?

Puzzles of Sam Loyd

MARK TWAIN'S SUGGESTION

Is it true (as Mark Twain once suggested) that with two dice one is twice as likely to throw 7 as to throw 10?

Investigate Yourself

THE OVERWORKED LIBRARIAN

Our local librarian has been very busy. On Monday she cataloged only some of the new books received. Tuesday she received as many new books as were uncataloged on Monday and cataloged 10. Wednesday she received 12 more than on Monday and cataloged as many as she had done on last day. Three times as many books arrived on Thursday as she had cataloged on Wednesday and 5 were cataloged. On Friday 6 books arrived and 12 fewer were cataloged than were received on Wednesday. On Saturday she was able to catalog the outstanding 15 books as the library was closed. How many books arrived on Monday?

Games & Puzzles

COMING TO TOWN

Uncle Reuben and Aunt Cynthia came to town to shop. Reuben bought a suit and hat for $15. Cynthia paid as much for her hat as Reuben did for his suit. Then she spent the rest of their money for a new dress.

On the way home, Cynthia called Reuben's attention to the fact that his hat cost $1 more than her dress. Then she added, "If we had divided our hat money differently so that we bought different hats, mine costing 3 and ½ times the cost of yours, then we each would have spent the same amount of money."

"In that case," said Uncle Reuben, "how much would my hat have cost?"

Can you answer Reuben's question and also tell how much money the couple spent altogether?

Puzzles of Sam Loyd

TO THE MOVIES

An old-time movie house charged admission prices of 25 cents for an adult and 10 cents for a child. If the cashier in the box office after closing time counted the ticket stubs and found that they totaled 385 while the money amounted to $62.05—how many children had entered?

Mathematical Puzzles and Pastimes

1 TO 12

Place the integers 1 through 12 in the 12 spaces in the grid below so that each of the two rows, two columns, and five squares that can be formed with 4 numbers in each have a total of 26. How many *fundamentally* different ways can the numbers be arranged in the grid (don't count rotations or mirror images)? Can you find the arrangement in which no two consecutive numbers are next to each other vertically, horizontally or diagonally?

BUT SUMMER SUN

Each different letter in this sum stands for a different digit from 1 to 9. What is the original addition sum?

```
  S P R I N G
    R A I N S
    S R I N G
  ___________
  G R E E N
P L A I N S
```

Games & Puzzles

ERIC'S FAIR DICE

Let's decide like this," said Eric. "I've got two dice here. We each choose a number and I'll throw the dice until the total on the two uppermost faces is a number one of us has chosen, and he will go first." "That's no good," said David. "some totals are more likely than others, and anyway there are too many of us. Wrong on both counts," replied Eric grinning, "these are special dice. Every different pair of faces gives a different total, and the totals start from 1 and go up consecutively. OK?" "I'll believe that when I see the dice," said David. He looks at them and Eric was quite right. They had what numbers on their faces?

Games & Puzzles

SUMMARIZING

The numbers 1 to 16 have already been placed in a square array. Your puzzle is to turn each horizontal and vertical column into a correct sum by placing between each pair of numbers, vertically and horizontally, a plus, minus or equals sign using eight of each.

1	2	3	4
8	7	6	5
9	10	11	12
16	15	14	13

Games & Puzzles

HARDWARE SUPPLIES

A man went into a hardware store to buy something for his house. He asked the clerk the price, and the clerk replied, "The price of one is twelve cents, the price of 30 is twenty-four cents, and the price of 144 is thirty six cents." What did the man want to buy?

EVEN ADDITION

The number 156 is the sum of the first 12 even numbers. Curiously enough if it is beheaded we get 56 which is the sum of the first 7 even numbers and beheading again 6 is the sum of the first two. There is one other three-figure number with the same property and just one 4-figure number. What are they?

Games & Puzzles

MAP FOLDING

Here is a teaser for anyone who has ever had trouble refolding a road map. Try solving it in your head. If our six-section map below is folded so that section A is on top facing you, which of the other five sections would it be possible to have on the bottom facing the other way?

A	1	2
3	4	5

TWO COINS

In how many ways can two coins turn up? The possible ways are heads-heads, heads-tails, tails heads, tails tails.

a. What is the chance that the two coins will turn up two heads?

b. What is the chance that the two coins will turn up one head and one tail?

Invitation to Mathematics

A POWER PROBLEM

The integer 844 596,301 is the 5th power of what number?

TOM THE PIPER'S SON

According to Mother Goose, Tom the Piper's son stole the pig and away he run. When Tom started after the pig, he was standing 250 yards due south of the pig. Both began running at the same time and ran with uniform speeds. The pig ran due east. Instead of running north-east on a straight line, Tom ran so that at every instant he was running directly toward the pig.

Assuming that Tom ran 1 and ½ times faster than the pig, how far did the pig run before he was caught? The simple rule for solving this type of problem is based on elementary arithmetic but will doubtless be new to most of our puzzlists.

Puzzles of Sam Loyd

SUMS IN CODE

This coded sum uses all four rules of arithmetic. Can you supply the figures? Each different letter stands for a different digit from 0 to 9.

```
  P Y F
      P   (multiplication)
G P G Y
    F A   (addition)
G P T A
    L E   (subtraction)
F ) G F Z G   (division)
    T G A
```

Games & Puzzles

GOT THE POINT?

The arithmetic in line A below is obviously incorrect, but with the insertion of two dots (or decimal points) in line B, the line A equation is made correct. Now see if you can insert two dots somewhere in the third line to correct the faulty arithmetic.

A. (72 x 3) — 5 = 199
B. (7.2 x 3) — 5 = 16.6
Problem (51 — 3) x 2 = 34

A DEAL IN CANDY

Three boys received a nickel each to spend on candy. The stock offered by the candy store comprised lollipops at 3 for a cent, chocolate bonbons at 4 for a cent, and jujubes at 5 for a cent. Each boy made a different selection, but each spent his entire 5 cents and returned with just 20 pieces of candy. What were their selections?

Mathematical Puzzles

ONE PILE

This purely numerical game has been traced back to remote antiquity and probably antedates the games of position such as tic-tac-toe

A number of pebbles or counters of any description is massed in one pile. The two players draw alternately from the pile, the object being to gain the last counter.

If it were permitted to seize the whole pile, the first player would of course win if he drew were limited to one counter at a turn the result would depend upon whether the number in the pile were originally odd or even. Therefore a minimum draw of one counter is set with a maximum greater than one.

Suppose the limits are 1 to 3 counters. Then if a player finds just 4 counters left in the pile, he loses. Whatever he takes his opponent can take the remainder. It is readily seen that the number 4 is a critical one because it is the sum of the minimum and maximum limits of the draw.

In order to leave his opponent with 4 counters to draw from a player must previously have left him 8. Whether he then drew 1, 2, or 3 it was possible to reduce the pile to 4. Evidently the series of winning combinations each of which is a number to be left in the pile for the opponent to draw from is simply the multiples of 4.

If we denote a winning combination" by *w* and the least and most that may be drawn at a turn by *a* and *m* respectively then

$$w = (a + m)n$$

where *n* is any integer. This formula is quite general and is independent of the number of counters originally in the pile. If this number is of form *w* the first player loses. If it is not, he wins by reducing it to *w*

TO LEAVE THE LAST

The game can also be played with the object of forcing one's opponent to take the last counter. I leave it to the reader to write the formula for *w* in this case

Mathematical Puzzles

BASIC

In base 10 88^2 is 7744 (two different pairs of like integers). What is the smallest number squared in base 3 which will produce the same pattern?

In base 8?

Write a computer program to identify all such numbers up to base 20

QUICKIES

1 What is the next letter in this sequence NNNENEENEEE?

2 If 6*6 = 8, 7*13 = 8, 10*15 = 12½, 10*16 = 14 what is 8*11?

3 If COS scores 0 and MEW scores 4, how many will HANKY score?

Games & Puzzles

FIND THE PATH

Can you trace a path from the lower left to upper right square (vertical horizontal or diagonal moves are OK) that totals exactly 100?

17	41	29	3	2	→ End
81	4	22	11	8	
62	1	56	42	15	
35	16	19	14	21	
4	39	5	19	56	

↗ Start

Richard Latta
Joliet Illinois

DECAY CURVES

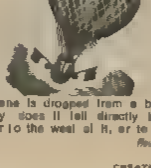
1000 coins are tossed. Those which fall tails are removed and the remainder tossed again. Those which fall tails are removed and so on. A tedious experiment to perform but one which is easy to simulate. A program written to do this should record the result of each tossing as a point on a graph. The graph would have 'coins remaining across the page and 'throw number' down the page.

Changing the probability from ½ to an input value λ. The simulation reflects radioactive decay. λ is the probability that an atom of a particular element decays in unit time and the graph shows the number of atoms which are not decayed at each time.

The program can be improved by allowing any decayed atoms to decay again as a second radioactive material with a probability λ. Output is then to consist of a combined graph showing the number of atoms of each material

Computer Programming Problems

FROM A BALLOON



If a stone is dropped from a balloon on a still day does it fall directly below the balloon or to the west of it, or to the east?

Mindgate Sourdel

The Mystic

by Anthony Dickies

FROM time immemorial the number 7 seems to have possessed certain mysterious or even magic properties. Probably this originated with the cave dwellers of the caveman in the early prehistoric period when shelters was magic and astrologers and sooth sayers of all kinds with even the wise men and sages in observing the motions of the Sun the Moon and the Stars carefully recording their results the 365 days of the solar year were (now lying divisible into 52 weeks of 7 days each (with only one day left remaining to account for). It is possible that at one time and in some places the year was divided into 12 months of 30 days each the five extra days being treated as dark days around the winter solstice (from 21st December (the shortest day) to the 25th when it was clear beyond doubt that the sun was not dead but was going to return. But with the four solstices and equinoxes of the year occurring at tags for intervals it seems most likely that the year was first divided into four quarters each having 91 days. This would leave only one day per year unaccounted for. The number 91 has only five factors 7 and 13 and this may well have been the influence that led to establishing 13 weeks of 7 days each in the 91 day quarter. If so this too probably accounts for the very deep rooted superstition about the number 13 which is by all indications of great importance apart. It is notable that 7 and 13 are the two numbers most heavily charged with the sum of superstition and mysticism.

Mathematically the number 7 has several remarkable properties. Here are some well known ones together with some less well known and some quite new.

The fractions one seventh expressed in decimal form is 0.142857142857. The six figures 142857 recur (ad infinitum). Treating 142857 as a six digit number and setting out a multiplication table by the first six numbers we get the curious result

142857 x 1 = 142857
142857 x 3 = 428571
142857 x 2 = 285714
142857 x 6 = 857142
142857 x 4 = 571428
142857 x 5 = 714285

These are the six cyclic permutations of the number 142857 which is the only number less than a million whose cyclic permutations are all multiples of itself. It will also be noticed that there is a palindromic effect in the digits as read left to right being identical with read right to left from top to bottom.

Another curious feature of this cyclic number is that the digits form a cycle yet not only in an ascending scale 10 but also all other scales from base 8 inclusive upwards. One study this does not be of for the binary scale (base 2) and other fewer scales where only digits of lesser value than 6 8 7 8 etc may be used.

In passing, it may be noted that the next known cyclic number of this sort contains 16 digits — 0 6 2 4 3 1 5 7 8 9 4 7 3 6 8 421. The reader who wishes to verify this will have a pleasant surprise when he multiplies this number by 2 3 4 5 6 7 8 9 10 and sets the products down in rows beneath the original number (it is was done with 142857 in the previous paragraph).

Reverting to our original decimal expression for the fraction one seventh (0.142857) it two divides (this by 2) we get another recurring decimal this one of 42 (7+6) digits

0.0 2 0 4 0 8 1 6 3 2 6 5 3 0 6 1 2 2 4 4 8 9 7 9 5 9 1 8 3 6 7 3 4 6 9 3 8 7 7 5 5 1

In this number there are 7 six digit sequences, each beginning with a different digit 0 1 3 4 7 8. Notice that the ten different digits are represented as evenly as possible — 6 42 4 digit number. There are five 3's five 8's and four each of the other digits.

Another seventh number is 8040 either as 7 (Factorial seven written 7! = 7x6x5x4x3x2x1) 8040 was noticed by Plato as being remarkable for having a very large number of divisors. It is divisible by all but one of the first 12 numbers and all but six of the first 24 numbers. How quickly can you identify these exceptions?

The following arrangements show properties that are not unique to 7 but which it shares to a greater or lesser extent, with other numbers.

(12345679 x 9) + 8 = 111111111
(12345679 x 18) + 2 = 222222222
(12345679 x 27) + 3 = 333333333
(12345679 x 36) + 4 = 444444444
(12345679 x 45) + 5 = 555555555
(12345679 x 54) + 6 = 666666666
(12345679 x 63) + 7 = 777777777
(12345679 x 72) + 8 = 888888888
(12345679 x 81) + 9 = 999999999

Here is an even more complex peculiarity

1 x 1 + 1 = 2
11 x 11 + 1 = 122
111 x 111 + 1 = 12322
1111 x 1111 + 1 = 1234322
11111 x 11111 + 1 = 123454322
111111 x 111111 + 1 = 12345654322
1111111 x 1111111 + 1 = 1234567654322

The number SEVEN is found in various mathematical connections, both in classical times and also in more recent history. There were the SEVEN Wonders of the World, there were the SEVEN Seas of Greece the SEVEN Ages, hence the SEVEN Hills of Rome. There were also the SEVEN Seas (the Arctic, the Antarctic, the North Pacific, the South Pacific, the North Atlantic, the South Atlantic, and the Indian Ocean).

In mystical and religious connections, the number SEVEN has played a large part too. In the Book of Revelations there are SEVEN Stars and SEVEN Golden Candlesticks which represent SEVEN Churches and also with SEVEN horns and SEVEN eyes which are the SEVEN spirits of God which are also SEVEN lamps of fire SEVEN seals of the Book SEVEN angels SEVEN trumpets, SEVEN thunders SEVEN vials SEVEN kings, and a dragon with SEVEN heads. The number 7 also seems to have had a rather special importance for St. John. The Divine of the SEVEN Veils and the SEVEN Pillars of Wisdom should also be mentioned.

One common theory for the construction of the Universe in classical times, when it was supposed to be of the Heavenly Bodies circling the Earth included seven concentric circles or hoops, probably revolving round the Earth, somewhere many miles up in the sky — hence the term Seventh Heaven.

In the twentieth century the famous physicist Niels Bohr, who contributed much towards the mathematics and the understanding of the structure of the atom, postulated a nucleus having as its wave system shells analogous to the seven notes of the musical scale or the seven planets of antiquity.

The Seven Days of the Creation and the Seven Deadly Sins are further religious ones in which these are the Seven Gifts of the Holy Ghost and St. Matthew in chapter 18 of his gospel tells us that we should forgive our brother seven times seventy times. Seven is also known as the Seven Sisters and the Seven Sisters are also the chalk cliffs just east of Cuckmere Haven, Sussex. In popular legend there are the Seven Ragged Hags of Hell, the Tinned and the man with Seven Wives going to St. Ives. We shouldn't forget either the supposed seven years bad luck that accompanies the breaking of a mirror.

One way and another the number 7 has had a good innings in mathematics and history to finish off with here is one final fact on

1234E07654321 =

7777777 x 7777777

1 + 2 - 3 + 4 + 5 - 6 + 7 + 8 - 9 + 10 - 11 + 12 + 13 =

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'Not every problem is one to be solved by computer programming.'

TURNING A PUZZLE INTO A LESSON

Eugene D Hemer
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The second problem in the feature column Puzzles and Problems For Fun" *Creative Computing* 1 4 (May June 1975) proved to be an ideal nucleus for class discussion in a course in advanced programming although the results were not what, I presume, the author intended

The problem was stated thusly

Mr Karbuncle went to the bank to cash his weekly paycheck. In handing over the money the cashier by mistake gave him dollars for cents and cents for dollars

He pocketed the money without examining it and spent a nickel on candy for his little boy. He then discovered the error and found he possessed exactly twice the amount of the check.

If he had no money in his pocket before cashing the check, what was the exact amount of the check? (One clue Mr Karbuncle earns less than $50 a week.

I assume the intent of the author was to have readers write a computer program to solve the problem by trial and error My intent was to show the class how analysis of the problem before coding could simplify the program I would like to share this lesson and the resulting conclusion with the readers of *Creative Computing*.

Our first step was to state whatever relationships we could learn the problem in mathematical form

Let D be the integer number of dollars and C the integer number of cents on Mr Karbuncle's paycheck The total amount printed on his check expressed in cents, is

$$A = 100D+C \qquad (1)$$

Since the teller reversed D and C the amount of cash Mr Karbuncle received again expressed in cents is

$$R = 100C+D \qquad (2)$$

We are told that

$$R-5=2A \qquad (3)$$

Substituting Equations 1 and 2 in Equation 3 we obtain

$$100C+D-5=2(100D+C)$$

which can be simplified to

$$199D-98C=5 \qquad (4)$$

We have one equation in two integer unknowns which does look like a problem for trial and error solution. If we were to code at this point, we might come up with something like this remembering that D is less than 50

```
      INTEGER D C
      DO 1 D = 1 49
      N = 199*D
      DO 1 C = 1 100
      L = 98*(C-1)-5
      IF (N-L) 1 2 1
    2 A = (100*D+C)/100
      WRITE (5,3) A
      CALL EXIT
    1 CONTINUE
      WRITE (5,4)
      CALL EXIT
    3 FORMAT (F7.2)
    4 FORMAT (1X NO SOLUTION')
      END
```

Although this looks like a fairly simple program, it pointed out that it would require a maximum of 4,900 repetitions of the main loop. (In the following, it becomes convenient to measure iterations by the number of times the IF statement is executed.) In view of the large amount of computation we agreed that the analyst should attempt two things

a) Reduce the amount of computation in the loop and
b) Reduce the number of times the program must loop.

Tackling the first idea the class came up with such suggestions as replacing lines 2 and 3 of the above program with the line

```
DO 1 N  199, 9751  199
```

This led to a similar discussion about simplifying lines 4 and 5 of the above program In this round it became apparent that C must be greater than 1 since for C=1 L = -5, and L would never be equal to N It also became apparent that our inner loop would be terminated as soon as L became greater than N We now had our program down to something like this

```
      INTEGER D C
      DO 1 N  199 9751  199
      DO 5 L 93 9897 98
      IF (N-L) 5 2, 1
    2 A=(100*D+C)/100
      WRITE (5, 3) A
      CALL EXIT
    5 CONTINUE
    1 CONTINUE
      etc
```

We had reduced our maximum number of executions of the IF statement by almost one-half (to 2 499 executions) and had removed all arithmetic calculation from the loops.

We were still not happy with the program, since the inner loop on L was too repetitive We saw that if a past outer value of L was less than a particular value of N, there was no need to try that value of L again for the next value of N The last us to the removal of the inner loop altogether

```
      INTEGER D C
      L = 93
      DO 1 N = 198 9751, 198
      IF (N-L) 1 2 5
2 A   (100*D+C)/100
      WRITE (5 3) A
      CALL EXIT
5 L   L+98
1 CONTINUE
      etc
```

A few "runs" by hand of this program indicated that we would try only two values of L for each value of N reducing the maximum number of IF statement executions to 98.

Before we left this approach we took another look at Equation 4. For any non-negative integer value of C the right side of the equation will be odd. Therefore the term 198 D must be odd and therefore D must be odd. Thus D may assume only the values 1 3 5 ... 49 and N = 198 D will increase in increments of 2(198) 396. Our last program then can have its DO statement changed to

```
      DO 1 N = 198 9751 396,
```

resulting in another halving of the iterations.

It was now time to take another look. I reminded the class of last week's work with modular numbers, and showed them that Equation 4 satisfied the first definition of a modular number,

$$N = qm+r$$

but failed the second definition

$$0 \leq r < (m-1)$$

where N = 198D
q = C
m = 99
r = -5

However we could rewrite Equation 3 as

$$198D = 99C - 99 - 5 + 99$$

or

$$198D = 99(C-1)+93$$

which satisfied both definitions of modular numbers with

N = 198D
q = C-1
m = 99
r = 93

We could then write, from the familiar expression

$$I = N \bmod m$$
$$93 = 198D \bmod 99 \qquad (5)$$

Our strategy then would be to use the MOD function as we increment N. If we find a value of N satisfying Equation 5, we can solve for

$$D = \frac{N}{198}$$

and by rewriting equation 4

$$C = \frac{N+5}{99}$$

Our new program follows. Note that we have also dropped the integer declaration as being unnecessary.

```
      DO 1 N   198 9751 396
      IR   MOD(N 99)
      IF (IR-93) 1 2 1
2 D = N/198
      C = (N+5)/9900
      A = D+C
      WRITE (5 3) A
      CALL EXIT
1 CONTINUE
      WRITE (5 4)
      CALL EXIT
3 FORMAT (F7.2)
4 FORMAT (1X,'NO SOLUTION')
      END
```

This looked like a reasonable program, requiring only 24 repetitions of the IF statement maximum. We set out to run it by hand, with these results:

N	IR
198	3
597	5
996	15
1393	21

At the point the class saw that as N increased by 198 IR increased by 5, and that it might be possible to "figure out" when IR would = 93.

It took only a few minutes to work out the fact that

for N = 198+396(I-0,1,2,...
IR = 3+5I

If IR is to be equal to 93

$$93 = 3+5I$$

or,

$$I = 18$$

This would occur when

$$N = 198+396(18) = 7150,$$

and

$$D = \frac{7150}{198} = 31$$

$$C = \frac{N+5}{99} = 63$$

$$A = 31.63$$

To be sure we checked with equations 2 and 3

R = 93.31
93.31 = 99.06 - 93.25 = 2(31.63)

Our "program" now has reduced to

```
      WRITE (5,5)
      CALL EXIT
5 FORMAT (1X,'31.63')
      END
```

We spent about two hours going over this puzzle. While much of our work was useless in terms of the final solution, the class did learn some valuable lessons from the discussion. They learned that careful analysis of a problem can lead to a startling reduction in the amount of computing to be done. They learned that it pays to run through a program "by hand" a few times to discover hidden unknowns. Finally, they learned that not every problem presented in a computer oriented environment is a problem to be solved by computer programming.

Non-Usual Mathematics for Computer Solution

James Reagan
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Introduction

Mathematics instruction generally proceeds sequentially and deductively. This instructional procedure creates some misconception of the mathematics. Mathematics is not totally deductive logic the deductive proof at any hypothesis is developed after one has become quite certain that the conjecture it true. One investigates enough specific cases to become somewhat sure that the observed cases generalize or that the proper limits on the conjecture have been found. Thus there is a contradiction between the mathematics in its instruction and mathematics in its historical development. In formal instruction in mathematics the discovery of the theorems rules and properties are taught as though they were bestowed upon man as were the two tablets containing the Ten Commandments the time and effort expended are seldom discussed. Most mathematics courses offer the student the deductive process in developing the material when historically the deductive process was employed late in the development of the topic.

Because of mathematics instruction's dependence upon deductive development certain topics fall before or after certain other topics and mathematics instruction has become characterized by its sequential approach. It is true that there are certain foundations upon which some topics rest these pre requisites are necessary for the development of the vocabulary and the organization of latter theorems. With the use of computers in many schools some of the latter topics can be studied out of sequence.

Agreed there is what might be called mathematics sophistication before one can *master* certain topics but how much mathematics sophistication is required to *understand* and *appreciate* the material? It is this writer's experience that students in the secondary school can investigate topics and solve problems prior to the traditional time location of the topic or problem in the instructional sequence. Many topics commonly deferred to the college curriculum are suitable and interesting for the secondary school student.

What follows in the series are examples of such problems that have been studied and solved by high school students in semester programming classes at Stevenson High School and many other high schools having computer access.

Infinitely Many Primes

Background of the Problem

The great mathematician of the third century B.C. Euclid proved that there are infinitely many primes. Euclid's proof leads to interesting problems some 2000 years later.

First the proof and then the problems.

The proof is by *reductio ad absurdum* an indirect proof.

Suppose there are finitely many prime numbers. Then these *n* primes can be listed in order

$$2\ 3\ 5\ \ldots P_n$$

Form a number N by adding 1 to the product of the *n* primes

$$N = 2*3*5* \ldots *P_n + 1$$

Either N is prime or N a composite. Each of these results for N leads to a contradiction that P_n is the largest prime.

First if N is prime then it is clearly greater than P_n and P_n is not the greatest prime.

Second suppose N is composite. It has a prime factor *p*. The prime factor *p* cannot be one of the primes 2, 3, 5, ... P_n since dividing each of the primes in the list into N leaves a remainder of 1. Thus *p* must be a prime greater than P_n.

Therefore there are infinitely many prime numbers. QED

Statement of the Problem

The creation of the number N in the proof by Euclid leads to many interesting questions.

Create a set of numbers by the recursive definition

$$P_1 = 2$$
$$P_2 = 3$$
$$P_3 = P_1 * P_2 + 1 = 2*3 + 1 = 7$$
$$P_4 = P_1 * P_2 * P_3 + 1 = 2*3*7 + 1 = 43$$

$$P_{n+1} = P_1 * P_2 * P_3 * \ldots * P_n + 1$$

Are each of the numbers in the set prime?

If some number in the list is not prime is a prime factor of 1 greater than the preceding number in the list? For example if P_5 is composite is a prime factor of P_5 greater than P_4?

These same questions apply to a second set that can be created by subtracting 1 instead of adding 1 to the previous list product.

Create a second set as follows

$$P_1 = 2$$
$$P_2 = 3$$
$$P_3 = P_2 * P_2 - 1 \quad 2*3 - 1 \quad 5$$

$$P_{n+1} = P_2 * P_3 * \ldots * P_n - 1$$

Answer the same questions as with the first set.

Finally create a third set and investigate

$$P_1 = 2$$
$$P_2 = 3$$
$$P_3 = 5$$
$$P_4 = P_1 * P_2 * P_3 + 1 \quad 2*3*5 + 1 = 31$$

$$P_{n+1} = P_1 * P_3 * \ldots * P_n + 1$$

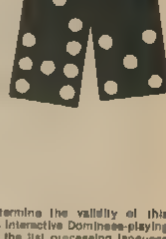
Hints

1. One of the constraints on the computations is the number of significant digits of the computing machine. The numbers in each of the sets become large rapidly and can soon overflow the signed count digit capacity of the machine. An extended precision routine may be needed to investigate far into the sets. [See "Computing Factorials — Accurately" by Walter Koetke *Creative Computing* Vol 1 No 3, pp 8—11.]

2. To save on variable storage during execution of the program instead of using high dimensioned vectors it might be helpful to create a file in which to store new numbers in the set and from which to read out previous numbers.

In computer play, the aggressive method of play is significantly better than the defensive.

SIMULATED STRATEGIES OF GAME PLAYING



by Dr. S. Roberman
IBM Canada, Ltd. Laboratory

Game theory enables one to classify competitive games according to characteristics of rules of play of the game. Consequently, the game of chess is described as a *two-person zero sum* game of *perfect* information. This classification describes a competitive situation between two players in which the total game situation is open to observation to both players. Both players have opposite interests in the outcome and one player's win is the other's loss. In addition, the game can be terminated in a finite number of moves. Games of perfect information differ from games of imperfect information by the fact that in the latter there is no best strategy. However, in the former sometimes called strictly determined games the player with the best strategy will win regardless of his opponent's play.

The game of Draw and Match Dominoes is classified as a *two-person zero sum of imperfect* information and according to game theory there is no best strategy of play which can be employed.

It was hypothesized while this might in fact be true techniques of simulating cognitive processes might be used to determine if better strategies do exist. Consequently player protocols were gathered from opponents while they played a simplified version of Draw and Match Dominoes. An analysis of the protocols indicated that human players use a combination of a number of components of play to form their playing strategy. These components are described as (1) the defensive component (2) the aggressive component and (3) the statistical component.

The defensive component is characterized by a player's being more apt to make assumptions about his opponent's game situation and as a result attempting to block his every move. The aggressive component is different in that the player using it makes no assumptions about his opponent's situation and instead makes his move only on the basis of his own known situation with the objective of playing his longest chain of tiles. The statistical component is used rarely and only as a last means of decision making if the other two components are unsatisfactory. It is characterized by the player's counting the various tiles already played and making decisions as to the likelihood of matches being drawn from the bank.

In an effort to determine the validity of this classification system an interactive Dominoes-playing program was written in the list processing language IPL V.* The program was altered so that the strategy employed in a game could be varied to combinations of the above components. Results of the computer play indicated that the classification system is, in fact, an operational one.

In order to determine if there are optimal strategies of play the interactive program was altered to allow the play of the game to be between two computer programs rather than between a human and a computer as in the original version. In this way one program using one type of strategy could be played against a program of another strategy. The programs were each loaded onto a different interactive terminal and the output of one terminal's program was used as input to the terminal with the second player-program.

In this attempt to determine a better strategy, one program was set to use only the defensive component and the other only the aggressive component. The results of a number of games played in this manner indicate that the aggressive component of play is significantly better than the defensive component. An analysis of the games played indicated the reasons for this. The strictly defensive player makes assumptions concerning his opponent's situation while ignoring his own game situation and the harm he may be doing to himself by blindly attacking his opponent.

The typical human player does not rely on only one component of play but both makes assumptions about his opponent and considers his own situation. For this reason a better strategy would probably consist of a combination of these components in a particular game situation. Although the search for a better strategy of play in the game of Dominoes is not of earth shaking importance the potential spinoff of the techniques used and results obtained may be of value in other situations of a competitive nature.

---

*For a complete description see: Dominoes—A Computer Simulation of Cognitive Processes. *Simulation and Games* Vol. 3 No. 2, pp. 165-184.

Wumpus 2

by Gregory Yob

Hark!! The weary Wumpus hunter was from 50 days in the Terminal Caverns exhausted and with all of his arrows expended — — (A groaning Teletype jerks at a sleepy student. Mops filter the floor covered with circles and integers. With callused fingers the immortal Wumpus player looks up with bloodshot eyes and implores "How do I get out of here?")

I suspected that the dodecahedron may prove a bit boring after a few thousand games so I wrote Wumpus 2 to extend your pleasure. Some of the more mathematical minded may have noticed there are lots of ways to link caves with three tunnels apiece. Some of these patterns are topologically interesting.

Wumpus 2 is the same old Wumpus* in different settings — including those of your own design. As you play in the different caves you will notice that the game changes in difficulty and strategy. Now to a description of the various caves in Wumpus 2.

CAVE 1 (Dodecahedron)

This is the same old Wumpus with which you are familiar.

CAVE 1 (Mobius Strip)

Since my original vision was topological, here is the first wonder of topology, the Mobius strip. Take a strip of paper, give it a half twist and join the ends into a loop. The result has just one side and one edge (If you disbelieve, take a pencil and go around the loop).

A perceptive player will note that the placement of the pits influence the game. Two pits placed just right (around 6% of the games have this) will force a detour back around the strip in certain cases. Getting around is slower than in Cave 0, but it is easier to search the places.

CAVE 2 (Slicing of Bagels)

See the diagram for this one. Here placement of the pits will often make parts of the caves inaccessible except by bat-express. (Can you see why?) Play in the cave is frustrating until you have gone to the trouble of making a reference map otherwise you keep coming back to your starting point. (Look at the diagram and see how this may be so.)

CAVE 3 (Hex Network)

This is my attempt at a torus (doughnut). If you can visualize a hexagon net like a honeycomb or a tile floor and stretch it onto a doughnut, you've got it!! The drawing tries to show this, but if you prefer think of it as a complicated molecule of some sort. Play in this one is very similar to CAVE 0.

CAVE 4 (Dendrite)

Up to now each tunnel leads to another cave and only one tunnel connects a pair of caves. This need not be a strict rule and the next two caves illustrate variations on this. The dendrite is a branching pattern like a tree or a plant. All the ends of the plant are "leaves" which are caves leading to themselves or multiple tunnels. This cave is especially susceptible to severance by pits and getting stuck in corners near the wumpus. A nice thing is that you often will know exactly where the Wumpus is when you come near him.

CAVE 5 (one way streets)

This is the extreme example of all tunnels are one-way. You will find that getting about this cave is like travel in Los Angeles — much going to get to the neighbor's house. If you overshoot you must travel all the way around just like missing a freeway offramp.

CAVE 6 (Do Your OWN)

Draw up a map of caves, each cave with tunnels GOING TO three (exactly three) caves (some or different). Then the computer will ask you for the numbers of the destination tunnels for each of the 20 caves in Wumpus. When you have it entered play Wumpus on your own caves. Let me know of your favorite ones and your most frustrating ones!!!

If you are a programming fiend how would you arrange a Wumpus game with lots of caves and tunnels — and legitimate moves may include changing how the caves connect to each other?? Send me any versions which may happen.

WUMPUS 3

Around the PCC center a Reward lives. He enjoys suggesting "improvements" to my games and I enjoy telling him how useless his ideas are. One day he got around me and came up with Wumpus 3 with earthquakes bat migrations and the incredible "tumarse" (don't let your fantasy get away from you now!!)

Have a look at the run and see if you like it. My personal opinion is that the changes and rechuffings happen too often for comfort — what do you think?

We didn't have room for Wumpus 3. Send to Gregory for a tape.

FINIS

In any case Wumpus has spawned several versions and spread about the computer games-dom really nicely. For myself the soul of the game is in the idea and fun of it rather than the program or the computer which hosts it. I feel that all really good games will turn programmers on enough for them to write it for their system from the ideas alone and encourage games writers to think carefully on the art and esthetics of their games before writing a line of code.

WUMPUS TAPES ETC

I can be found at

Gregory Yob
PO Box 364
Palo Alto, Calif. 94301

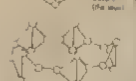
Paper tapes of Wumpus, Wumpus 2 and Wumpus 3 are available and cost $5.00 each.

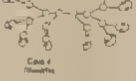
May your arrows remain straight. —Gregory Yob

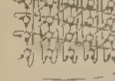
Sample run, listings, and cave diagrams on the next 2 pages.

* Wumpus 1 appeared in Creative Computing, Vol 1, No 5 (Sep-Oct '75).

THE CAVES OF WUMPUS 2





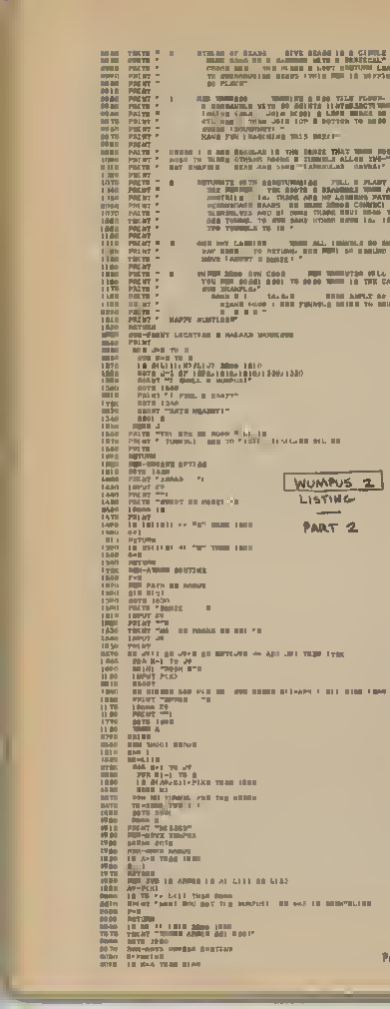


WUMPUS 2
LISTING
PART 1

WUMPUS 2
SAMPLE RUN

We didn't print the instructions on the run. They are in the listing in Statements 700 - 1210.

WUMPUS 2
LISTING
—
PART 2



Another new game from Creative Computing

WAR 3

WAR3 is a version of the tried and true Gunner game occasionally called the "Battleship" game. It can be played by two or three players or one playing oneself (still very exciting). The original version was written by Mike Forman, revisions by M. E. Lyon and Brian West of Mores High School San Diego.

The game is rather straight forward and generates excitement, with a great amount of vicarious aggression.

A suggested sequence to use with WAR3 might be

1. Study the trajectories of objects noting
   a. Angles of Launch
   b. Velocity
   c. Effect of gravity upon projectiles
   d. Distance and its relation to velocity and angle of launch
2. Discuss the observations of trajectories of objects such as a ball, a pebble (small), etc.
3. Play WAR3 with the aid of the computer
4. Challenge those who have played WAR3 to develop a similar game. Maybe modify WAR3 to allow four or more players

Listing and sample run of WAR3 on next page

Another new game from Creative Computing

DR. Z

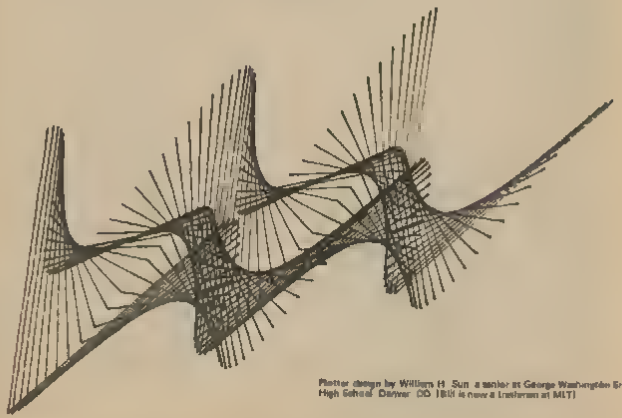
Using DR Z your computer "interacts" with you in true Rogerian form, never making a value judgment of your responses.

DR Z is multi-lingual and "professional confidence" is guaranteed, especially with a video display terminal. However, if you have a printer, try employing a unique language known only to you and DR Z.

If you would prefer to employ DR Z in an educational mode you might consider the following sequence of activities.

1. Discuss communication, exploring
   a. The role of spoken language
   b. The role of written language
   c. Non-verbal language
      1. facial expressions
      2. posture of body
      3. hand gestures
2. Experience a session with DR Z
3. Develop computerizations of other "purely human" situations

Listing and sample run of Dr. Z are 1 page over.



Plotter design by William H. Sun, a senior at George Washington H. High School, Denver, CO. (Bill is now a freshman at MIT.)

WAR 3

LISTING

Instructions here — (not repeated in sample run)

SAMPLE RUN

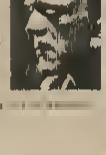
It's easier if you draw a diagram

Player 2 wiped out Player 3, however, Player 1 is zeroing in on Player 2

DR Z

LISTING

If your BASIC has ON-GOTO statements, you should be able to improve this coding dramatically.



SAMPLE RUN

Concentration

by Paul Celter
Vermont Technical College

How good are your personal memory banks? Find out by playing this computer version of the well-known card game CONCENTRATION.

The entire deck of 52 cards is shuffled and dealt face down on the table. The player turns over any two cards he pleases. If they are a pair, they are removed from play the player scores one point and picks again. If they are not a pair, the player tries to memorize the cards and their location for future picks and returns them face down on the table in the same location.

In the computer version submitted by James Vander Jagt of Vermont Technical College, the computer deals the cards in positions one to fifty two. There is only one player (the computer does not pick cards in this version) who enters the numbers of the positions chosen. The computer then tells you which cards you have picked. If they are a pair he removes them from play and your score is incremented. If not, the identity of the cards is overprinted, and you have a chance to pick again.

After a total of 26 picks, the play ends and your score is printed along with the computer's overall assessment of your ability.

Some possible expansions of this program are:

1. Play against the computer, where the computer picks in pairs completely at random from the cards remaining on the table.
2. Play against the computer, where the computer is blessed with a perfect memory of all cards previously overturned.
3. Play against the computer, where the computer usually remembers the cards previously shown, but sometimes has "lapses" of memory. (How would you program this?) This version would probably provide the most interesting play.
4. Play against another person using the same terminal.

PROGRAM LISTING

```
100 REM**********
110 REM *CONCENTRATION*
120 REM *  BY PAUL CELTER  *
130 REM *  VERMONT TECH.  *
140 REM **********
150 REM
160 REM
170 REM
180 REM
190 REM
200 REM
210 REM
220 REM
230 REM
240 REM
250 REM
260 REM
270 REM
280 REM
290 REM
300 REM
310 REM
320 REM
330 REM
340 REM
350 REM
360 REM
370 REM
380 REM
390 REM
400 REM
410 REM
420 REM
430 REM
440 REM
450 REM
460 REM
470 REM
480 REM
490 REM
500 REM
510 REM
520 REM
530 REM
540 REM
550 REM
560 REM
570 REM
580 REM
590 REM
600 REM
610 REM
620 REM
630 REM
640 REM
650 REM
660 REM
670 REM
680 REM
690 REM
700 REM
710 REM
720 REM
730 REM
740 REM
750 REM
760 REM
770 REM
780 REM
790 REM
800 REM
810 REM
820 REM
830 REM
840 REM
850 REM
860 REM
870 REM
880 REM
890 REM
900 REM
910 REM
920 REM
930 REM
940 REM
950 REM
960 REM
970 REM
980 REM
990 REM
```

SAMPLE RUN

```
WANT INSTRUCTIONS (YES OR NO)? NO
DO YOU WANT TO PLAY A GAME? YES
HERE IS THE LAYOUT:
 1  2  3  4  5  6  7  8  9 10 11 12 13
14 15 16 17 18 19 20 21 22 23 24 25 26
27 28 29 30 31 32 33 34 35 36 37 38 39
40 41 42 43 44 45 46 47 48 49 50 51 52
PICK A CARD
? 1
PICK ANOTHER CARD
? 2
THE 2 OF CLUBS IS IN POSITION 1
THE 2 OF HEARTS IS IN POSITION 2
PICK A CARD
? 3
PICK ANOTHER CARD
? 4
THE 3 OF CLUBS IS IN POSITION 3
THE 3 OF HEARTS IS IN POSITION 4
PICK A CARD
? 5
PICK ANOTHER CARD
? 6
THE 4 OF CLUBS IS IN POSITION 5
THE 4 OF HEARTS IS IN POSITION 6
PICK A CARD
? 7
PICK ANOTHER CARD
? 8
THE 5 OF CLUBS IS IN POSITION 7
THE 5 OF HEARTS IS IN POSITION 8
PICK A CARD
? 9
PICK ANOTHER CARD
? 10
THE 6 OF CLUBS IS IN POSITION 9
THE 6 OF HEARTS IS IN POSITION 10
PICK A CARD
? 11
PICK ANOTHER CARD
? 12
THE 7 OF CLUBS IS IN POSITION 11
THE 7 OF HEARTS IS IN POSITION 12
PICK A CARD
? 13
PICK ANOTHER CARD
? 14
THE 8 OF CLUBS IS IN POSITION 13
THE 8 OF HEARTS IS IN POSITION 14
PICK A CARD
? 15
PICK ANOTHER CARD
? 16
THE 9 OF CLUBS IS IN POSITION 15
THE 9 OF HEARTS IS IN POSITION 16
PICK A CARD
? 17
PICK ANOTHER CARD
? 18
THE 10 OF CLUBS IS IN POSITION 17
THE 10 OF HEARTS IS IN POSITION 18
PICK A CARD
? 19
PICK ANOTHER CARD
? 20
THE JACK OF CLUBS IS IN POSITION 19
THE JACK OF HEARTS IS IN POSITION 20
PICK A CARD
? 21
PICK ANOTHER CARD
? 22
THE QUEEN OF CLUBS IS IN POSITION 21
THE QUEEN OF HEARTS IS IN POSITION 22
PICK A CARD
? 23
PICK ANOTHER CARD
? 24
THE KING OF CLUBS IS IN POSITION 23
THE KING OF HEARTS IS IN POSITION 24
PICK A CARD
? 25
PICK ANOTHER CARD
? 26
THE ACE OF CLUBS IS IN POSITION 25
THE ACE OF HEARTS IS IN POSITION 26
PICK A CARD
? 27
PICK ANOTHER CARD
? 28
THE 2 OF DIAMONDS IS IN POSITION 27
THE 2 OF SPADES IS IN POSITION 28
PICK A CARD
? 29
PICK ANOTHER CARD
? 30
THE 3 OF DIAMONDS IS IN POSITION 29
THE 3 OF SPADES IS IN POSITION 30
PICK A CARD
? 31
PICK ANOTHER CARD
? 32
THE 4 OF DIAMONDS IS IN POSITION 31
THE 4 OF SPADES IS IN POSITION 32
PICK A CARD
? 33
PICK ANOTHER CARD
? 34
THE 5 OF DIAMONDS IS IN POSITION 33
THE 5 OF SPADES IS IN POSITION 34
PICK A CARD
? 35
PICK ANOTHER CARD
? 36
THE 6 OF DIAMONDS IS IN POSITION 35
THE 6 OF SPADES IS IN POSITION 36
PICK A CARD
? 37
PICK ANOTHER CARD
? 38
THE 7 OF DIAMONDS IS IN POSITION 37
THE 7 OF SPADES IS IN POSITION 38
PICK A CARD
? 39
PICK ANOTHER CARD
? 40
THE 8 OF DIAMONDS IS IN POSITION 39
THE 8 OF SPADES IS IN POSITION 40
PICK A CARD
? 41
PICK ANOTHER CARD
? 42
THE 9 OF DIAMONDS IS IN POSITION 41
THE 9 OF SPADES IS IN POSITION 42
PICK A CARD
? 43
PICK ANOTHER CARD
? 44
THE 10 OF DIAMONDS IS IN POSITION 43
THE 10 OF SPADES IS IN POSITION 44
PICK A CARD
? 45
PICK ANOTHER CARD
? 46
THE JACK OF DIAMONDS IS IN POSITION 45
THE JACK OF SPADES IS IN POSITION 46
PICK A CARD
? 47
PICK ANOTHER CARD
? 48
THE QUEEN OF DIAMONDS IS IN POSITION 47
THE QUEEN OF SPADES IS IN POSITION 48
PICK A CARD
? 49
PICK ANOTHER CARD
? 50
THE KING OF DIAMONDS IS IN POSITION 49
THE KING OF SPADES IS IN POSITION 50
PICK A CARD
? 51
PICK ANOTHER CARD
? 52
THE ACE OF DIAMONDS IS IN POSITION 51
THE ACE OF SPADES IS IN POSITION 52
PICK A CARD
? 1
PICK ANOTHER CARD
? 2
THE 2 OF CLUBS IS IN POSITION 1
THE 2 OF HEARTS IS IN POSITION 2
PICK A CARD
? 3
PICK ANOTHER CARD
? 4
THE 3 OF CLUBS IS IN POSITION 3
THE 3 OF HEARTS IS IN POSITION 4
PICK A CARD
? 5
PICK ANOTHER CARD
? 6
THE 4 OF CLUBS IS IN POSITION 5
THE 4 OF HEARTS IS IN POSITION 6
PICK A CARD
? 7
PICK ANOTHER CARD
? 8
THE 5 OF CLUBS IS IN POSITION 7
THE 5 OF HEARTS IS IN POSITION 8
PICK A CARD
? 9
PICK ANOTHER CARD
? 10
THE 6 OF CLUBS IS IN POSITION 9
THE 6 OF HEARTS IS IN POSITION 10
PICK A CARD
? 11
PICK ANOTHER CARD
? 12
THE 7 OF CLUBS IS IN POSITION 11
THE 7 OF HEARTS IS IN POSITION 12
PICK A CARD
? 13
PICK ANOTHER CARD
? 14
THE 8 OF CLUBS IS IN POSITION 13
THE 8 OF HEARTS IS IN POSITION 14
PICK A CARD
? 15
PICK ANOTHER CARD
? 16
THE 9 OF CLUBS IS IN POSITION 15
THE 9 OF HEARTS IS IN POSITION 16
PICK A CARD
? 17
PICK ANOTHER CARD
? 18
THE 10 OF CLUBS IS IN POSITION 17
THE 10 OF HEARTS IS IN POSITION 18
PICK A CARD
? 19
PICK ANOTHER CARD
? 20
THE JACK OF CLUBS IS IN POSITION 19
THE JACK OF HEARTS IS IN POSITION 20
PICK A CARD
? 21
PICK ANOTHER CARD
? 22
THE QUEEN OF CLUBS IS IN POSITION 21
THE QUEEN OF HEARTS IS IN POSITION 22
PICK A CARD
? 23
PICK ANOTHER CARD
? 24
THE KING OF CLUBS IS IN POSITION 23
THE KING OF HEARTS IS IN POSITION 24
PICK A CARD
? 25
PICK ANOTHER CARD
? 26
THE ACE OF CLUBS IS IN POSITION 25
THE ACE OF HEARTS IS IN POSITION 26
PICK A CARD
? 27
PICK ANOTHER CARD
? 28
THE 2 OF DIAMONDS IS IN POSITION 27
THE 2 OF SPADES IS IN POSITION 28
PICK A CARD
? 29
PICK ANOTHER CARD
? 30
THE 3 OF DIAMONDS IS IN POSITION 29
THE 3 OF SPADES IS IN POSITION 30
PICK A CARD
? 31
PICK ANOTHER CARD
? 32
THE 4 OF DIAMONDS IS IN POSITION 31
THE 4 OF SPADES IS IN POSITION 32
PICK A CARD
? 33
PICK ANOTHER CARD
? 34
THE 5 OF DIAMONDS IS IN POSITION 33
THE 5 OF SPADES IS IN POSITION 34
PICK A CARD
? 35
PICK ANOTHER CARD
? 36
THE 6 OF DIAMONDS IS IN POSITION 35
THE 6 OF SPADES IS IN POSITION 36
PICK A CARD
? 37
PICK ANOTHER CARD
? 38
THE 7 OF DIAMONDS IS IN POSITION 37
THE 7 OF SPADES IS IN POSITION 38
PICK A CARD
? 39
PICK ANOTHER CARD
? 40
THE 8 OF DIAMONDS IS IN POSITION 39
THE 8 OF SPADES IS IN POSITION 40
PICK A CARD
? 41
PICK ANOTHER CARD
? 42
THE 9 OF DIAMONDS IS IN POSITION 41
THE 9 OF SPADES IS IN POSITION 42
PICK A CARD
? 43
PICK ANOTHER CARD
? 44
THE 10 OF DIAMONDS IS IN POSITION 43
THE 10 OF SPADES IS IN POSITION 44
PICK A CARD
? 45
PICK ANOTHER CARD
? 46
THE JACK OF DIAMONDS IS IN POSITION 45
THE JACK OF SPADES IS IN POSITION 46
PICK A CARD
? 47
PICK ANOTHER CARD
? 48
THE QUEEN OF DIAMONDS IS IN POSITION 47
THE QUEEN OF SPADES IS IN POSITION 48
PICK A CARD
? 49
PICK ANOTHER CARD
? 50
THE KING OF DIAMONDS IS IN POSITION 49
THE KING OF SPADES IS IN POSITION 50
PICK A CARD
? 51
PICK ANOTHER CARD
? 52
THE ACE OF DIAMONDS IS IN POSITION 51
THE ACE OF SPADES IS IN POSITION 52
PICK A CARD
```

ROADRACE

Author Unknown
Modified by Bill Cotter Pittsfield Mass
Description You are the driver of a race car on the notorious NY Route 20. You'll have to drive 5 miles with ½ gallon of gas, while keeping alert for changes in the road conditions other cars etc.

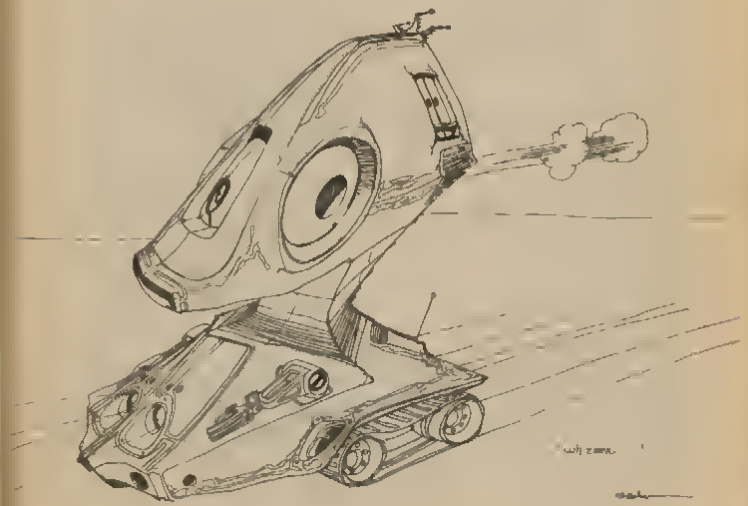
At the start you pick your car and course. During the race you control braking and acceleration.

Watch out for passing another car! If you try to go the same speed he's going you're going to meet a Greyhound bus head-on!

Suggestions The game is tough to win. I usually wipe out in a curve or run out of gas. You might want to increase your MPG rating look at line 570.

Good luck!

Listing and run on next page.



```
100  PRINT "                    THIS IS THE ROADRACE GAME"
105  PRINT "                    ------- ---- ----"
110  PRINT
120  PRINT "BELOW IS THE FIRST SCREEN. AFTERWARDS YOU'LL ONLY SEE"
130  PRINT "THE BLANK SCREEN. IF YOU NEED SOME AT ANY TIME TO REMIND YOU"
140  PRINT "WHERE YOU ARE, JUST TYPE IN 'SCREEN'."
150  PRINT
160  PRINT "YOU HAVE TWO CHOICES AT THE BEGINNING OF EVERY GO."
170  PRINT "EITHER YOU CAN TYPE IN 'GO' OR 'STOP'."
180  PRINT "IF YOU TYPE IN 'GO' YOU WILL START THE RACE."
190  PRINT "IF YOU TYPE IN 'STOP' YOU WILL BE ASKED TO CHOOSE"
200  PRINT "BETWEEN 'CHANGE GEAR' AND 'CHANGE SPEED'."
210  PRINT "IF YOU TYPE IN 'CHANGE GEAR' YOU WILL BE ASKED TO"
220  PRINT "TYPE IN THE GEAR YOU WANT TO CHANGE TO."
230  PRINT "IF YOU TYPE IN 'CHANGE SPEED' YOU WILL BE ASKED TO"
240  PRINT "TYPE IN THE SPEED YOU WANT TO CHANGE TO."
250  PRINT "REMEMBER THAT THE CAR CAN ONLY CHANGE ONE GEAR OR"
260  PRINT "SPEED AT A TIME."
270  PRINT "REMEMBER THE CAR HAS ONLY FIVE GEARS AND A TOP"
280  PRINT "SPEED OF 120 MPH."
290  PRINT "GOOD LUCK !!!"
300  PRINT
310  PRINT "PRESS RETURN WHEN YOU ARE READY TO START"
320  INPUT A$
330  CLS
340  PRINT "                    ROADRACE"
350  PRINT
360  PRINT "YOU ARE DRIVING A FAST CAR ON A ROAD RACE."
370  PRINT "YOU MUST TRY TO COMPLETE 5 MILES WITH 3 GALLONS OF GAS"
380  PRINT "OR LESS. YOU WILL NEED TO CHANGE GEARS AND SPEED"
390  PRINT "FROM TIME TO TIME TO AVOID RUNNING OUT OF PETROL,"
400  PRINT "CRASHING AND TO AVOID BEING BOOKED FOR SPEEDING."
410  PRINT "THE ROAD IS VERY WINDING AND TWISTY."
420  PRINT "GOOD LUCK !!!"
430  PRINT
440  PRINT "PRESS RETURN WHEN YOU ARE READY TO START"
450  INPUT A$
460  CLS
470  PRINT "                    ROADRACE"
480  PRINT
490  PRINT "YOU ARE DRIVING A FAST CAR ON A ROAD RACE."
500  PRINT "YOU MUST TRY TO COMPLETE 5 MILES WITH 3 GALLONS OF GAS"
510  PRINT "OR LESS. YOU WILL NEED TO CHANGE GEARS AND SPEED"
520  PRINT "FROM TIME TO TIME TO AVOID RUNNING OUT OF PETROL,"
530  PRINT "CRASHING AND TO AVOID BEING BOOKED FOR SPEEDING."
540  PRINT "THE ROAD IS VERY WINDING AND TWISTY."
550  PRINT
560  PRINT "WHICH GEARING DO YOU WANT ? 1 OR 2"
570  INPUT G2
580  IF G2=1 THEN 620
590  IF G2=2 THEN 620
600  PRINT "INVALID GEAR NUMBER - NOW CHANGE TO 1"
610  GO TO 630
620  LET G2=1
630  LET G1=G2
640  PRINT "AVAILABLE GEARS ARE 1 TO 5"
650  PRINT "WHICH GEARING DO YOU WANT ? 1 OR 2"
660  INPUT G2
670  IF G2=1 OR G2=2 THEN 690
680  PRINT "INVALID GEAR NUMBER - NOW CHANGE TO 1"
690  LET G2=1
700  PRINT
710  PRINT "YOU ARE DRIVING A FAST CAR ON A ROAD RACE."
720  PRINT "YOU MUST TRY TO COMPLETE 5 MILES WITH 3 GALLONS OF GAS"
730  PRINT "OR LESS. YOU WILL NEED TO CHANGE GEARS AND SPEED"
740  PRINT "FROM TIME TO TIME TO AVOID RUNNING OUT OF PETROL,"
750  PRINT "CRASHING AND TO AVOID BEING BOOKED FOR SPEEDING."
760  PRINT "THE ROAD IS VERY WINDING AND TWISTY."
770  PRINT
780  PRINT "WHICH GEARING DO YOU WANT ? 1 OR 2"
790  INPUT G2
800  IF G2=1 OR G2=2 THEN 820
810  LET G2=1
820  LET G1=G2
830  LET D=0
840  LET T=0
850  LET G=0
860  LET S=0
870  LET G3=0
880  LET G4=0
890  LET G5=0
900  LET G6=0
910  LET G7=0
920  LET G8=0
930  LET G9=0
940  LET G10=0
950  LET G11=0
960  LET G12=0
970  LET G13=0
980  LET G14=0
990  LET G15=0
1000 LET G16=0
1010 LET G17=0
1020 LET G18=0
1030 LET G19=0
1040 LET G20=0
1050 LET G21=0
1060 LET G22=0
1070 LET G23=0
1080 LET G24=0
1090 LET G25=0
1100 LET G26=0
1110 LET G27=0
1120 LET G28=0
1130 LET G29=0
1140 LET G30=0
1150 LET G31=0
1160 LET G32=0
1170 LET G33=0
1180 LET G34=0
1190 LET G35=0
1200 LET G36=0
1210 LET G37=0
1220 LET G38=0
1230 LET G39=0
1240 LET G40=0
1250 LET G41=0
1260 LET G42=0
1270 LET G43=0
1280 LET G44=0
1290 LET G45=0
1300 LET G46=0
1310 LET G47=0
1320 LET G48=0
1330 LET G49=0
1340 LET G50=0
1350 LET G51=0
1360 LET G52=0
1370 LET G53=0
1380 LET G54=0
1390 LET G55=0
1400 LET G56=0
1410 LET G57=0
1420 LET G58=0
1430 LET G59=0
1440 LET G60=0
1450 LET G61=0
1460 LET G62=0
1470 LET G63=0
1480 LET G64=0
1490 LET G65=0
1500 LET G66=0
1510 LET G67=0
1520 LET G68=0
1530 LET G69=0
1540 LET G70=0
1550 LET G71=0
1560 LET G72=0
1570 LET G73=0
1580 LET G74=0
1590 LET G75=0
1600 LET G76=0
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ROADRACE LISTING

SAMPLE RUN

HARD ACCELERATION

SLOW DOWN FOR BENDS

Another new game from Creative Computing

Condot*

as reviewed by
Peter Ollivier
Bosten College

You don't have to have connections to connect with this program. It's the old childhood favorite of connect the dots." The objective however is not to draw a picture by connecting the dots but rather to carve out squares of "real estate" with the computer as an able adversary. The player who connects the two dots which complete a square gets ownership of that square in addition the player gets the added bonus of moving once more. This can be quite advantageous in certain situations. A nine-square grid is provided as a playing board.

The instructions (see REM statements in program) are not as clear as they might be. When you wish to connect two dots you must type in the coordinates (row column) of the empty space between the dots. However in identifying what the coordinates are you must count the dots of the grid also. Last this be equally confusing a sample of the grid (allowing complete with an identification of each coordinate where a line may be drawn.

Grid is on page with listing.

In games that I played the same moves could be replicated in a succeeding game. Thus once you discover a winning game you cannot lose (this may be a function of the particular random number generator in use). You'll find it interesting to note that the computer mirrors the player's move in so far as possible. You may also find that the game moves rather slowly especially for the first three or four moves. Be patient! Once squares begin to fall the games moves swiftly to its conclusion.

There are some modifications that you may wish to consider if you are going to adopt this program for regular use. In addition to improving the REM statements in the program I would suggest:

1 Modifying the program so that the grid is printed after *both* players have moved (rather than each time a move is made).

2 Modifying the program so that once a player had ownership of a majority of the squares the game would end rather than proceed to its inevitable conclusion and

3 Modify the program so that the player's initials appear in each square he captures.

An interesting problem developed in the running of this program that you should be aware of. One particular sequence of moves resulted in a hangup in the execution of the program. This may be the result of a programming error or lying error somewhere along the line a system problem or whatever. A few of us spent a little time debugging but to no avail. In any case five tune using the following sequence of moves resulted in an average execution time (until interrupt) of 40 CPU seconds.

Your moves		
	1	1,2
	2	2,1
	3	2,3
	4	5,8
	5	2,5
	6	4,5
	7	6,1
	8	7,2

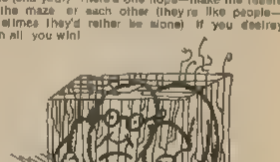
A sample run of a game (in this instance the player being triumphant) follows. While the game may quickly lose its interest to all but those with nothing else to do the program itself is well worth examining. Creating the flowcharts and source statements for this game would be a worthwhile endeavor particularly as a project in a programming course. Furthermore even the process of tracing through the existing source program to discover the games algorithm would be a worthwhile exercise for the knowledgeable programmer.

*CONDOT was written by Chuck Lund, St Paul Public Schools, MN.

Another new game from Creative Computing

CHASE

Author Unknown
Modified by Bill Cetter Pittsfield Mass
Language BASIC (Honeywell 600/6000)
Description CHASE puts you in a maze made up of high-voltage fences and posts. This in itself isn't too unpleasant but there are also five insecapter robots bent on just one thing—your destruction. If these robots touch you — that's the end of the game (and you!). There's one hope—make the robots hit the maze or each other (they're like people—sometimes they'd rather be alone). If you destroy them all you win!

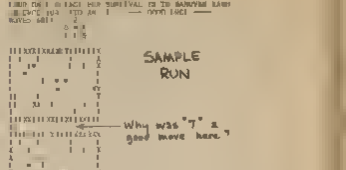


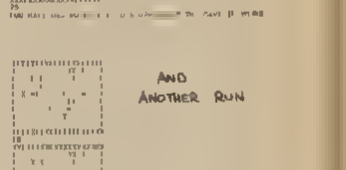
Listing and run of CHASE on the next page.

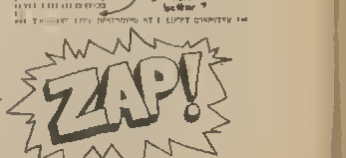
Listing and run of CONDOT 1 page over.

CHASE

LISTING







CONDOT LISTING

Can you figure out how to make the grid larger or smaller?

GRID

Here's a sample of the grid showing the coordinates for each possible move ?

SAMPLE RUN

creative computing LIBRARY

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70

CREATIVE COMPUTING Reviews

Reviews Editor: Peter Kugel, School of Management, Boston College Chestnut Hill, MA 02167

Readers: Want to be a reviewer? Write to the Reviews Editor directly. Publishers... send materials for review to the Reviews Editor

Fun and Games with the Computer Edwin R. Sage 351 pages. $5.95. Entech, 42 Pleasant Street, Newburyport MA 01950. 1975.

The author proposes to teach computer programming using the BASIC language through games. The reader will have mastered the fundamentals of programming and will have learned one computer language. BASIC if all suggestions for programming and exercises are worked out.

The book is arranged in 7 chapters each carefully explaining the rules of the game to be programmed a flowchart of the procedure for playing the game followed by the BASIC program. The latter half of each chapter deals with improving the program adding personality and checks to ensure the rules are followed by the computer's opponent. As the games become more complicated ranging from number guessing to Blackjack so do the programming and language requirements. Thus by the end of the book the computer user has a good feel for the capabilities of the BASIC language.

Although the author requires an interactive computer system the book does not require any specific system. Exercises in Chapter 1 and reminders throughout the book direct the reader to inquire into the local systems requirements for running the BASIC language.

The book as the author suggests could be used as a supplementary text for a course involving gaming.

The book is recommended for those involved in teaching the BASIC language or anyone wanting to learn the BASIC language. One ends with a small library of interesting games which can be used for demonstration purposes, if the computer system being used does not have such games present.

John R. Jackobs
One College
Cedar Rapids, Iowa

(Available from Creative Computing Library.)

101 BASIC Computer Games David Ahl (Ed.) 249 pp. $7.50. Digital Equipment Corp. Maynard MA 1974 (Available from *Creative Computing* Library. See ad.)

This paperback book *101 BASIC Computer Games* runs to brief descriptions BASIC listings and runnings of 101 games. The programs were collected from a great variety of sources and range from simple picture printing routines to involved simulation games. As intended *101 BASIC Computer Games* provides instant stimulation and motivation to intermediate level programmers.

The 8½ by 11 inch book is neatly and conversationally written with legible reproductions of program listings. My junior high school students had no difficulty reading the descriptions preceding the game programs. Interspersed throughout the text are many clever cartoon sketches. Other than the mix of the word "variable" it is impossible to characterize the games included. Mathematical games, computer guessing games and sports games are all represented. Titles range from the familiar (NIM, POKER, BASEBALL, LIFE) to the surprising (ANIMAL, MUGWUMP, SPACWAR, ZOOP). The level of the programming is uneven and a variety of versions of BASIC is used. My students delighted in improving the original and debugging. Often the latter operation consisted of translating the program into one of our dialects of BASIC (H.P. or IBM 370). This translation process itself proved to be an interesting and stimulating exercise.

101 BASIC Computer Games is a valuable resource book for teachers and students of BASIC. Its usefulness will depend on the course objectives and on your teaching strategy. I have found it to be useful as a source of project ideas for students who have already gained some fluency in BASIC. Additional project ideas and exercises are contained in the companion volume described below.

Patrick Corry
Irvington High School
Irvington, New York

*****

Understanding Mathematics and Logic Using BASIC Computer Games David Ahl 60 pp. $1.50 Digital Equipment Corp. Maynard MA. 1974.

This book extends and analyses many of strategies and ideas involved in the games contained in *101 BASIC Computer Games*. In this extension the author discusses logical strategies gives exercises and suggests projects related to some of the 101 games. There is a brief but illuminating introductions which includes some thoughts about the use of terms and games as teaching tools. The use of mathematical logic in games is discussed with several examples. The exposition is clear and brief and is intelligible to a high school student. The exercises and project suggestions will be especially useful to those teachers who wish to use *101 BASIC Computer Games* as a source for a computer literacy course. All teachers of BASIC programming should find this volume useful as a source of ideas for classroom and individual projects.

Patrick Corry
Irvington High School
Irvington, New York

*****

What To Do After You Hit Return, 157 pp., $6.95. People's Computer Co./Hewlett Packard Menlo Park CA 1975. (Available from *Creative Computing* Library. See ad.)

This is an interesting and timely book. At all levels it represents a melding of diverse even polarized elements. At once it is a potpourri of games an activity dating back to the roots of man and a catalog of creative ways to use man's most modern and sophisticated tool the computer. The contents

range from old number games like NIM, which originated in ancient China, to STTR1 a simulation adapted from a modern science fiction television series. The computer version of NIM (and many of the other games) is merely an adaptation of an age-old diversion; these games may be enjoyed equally well without the use of a computer. Games such as STTR1 on the other hand would never have been possible without the speed and computational abilities of modern computers. (In fact, STTR1 not only requires a computer to be played it includes a computer as an integral part of the game.)

The publishing of this book represents a combined effort. The computer games and simulations were contributed by a variety of people from mathematicians to businessmen from students to professors, and from computer phreaks to homemakers. Indeed the book was made possible through the joint cooperation of the People's Computer Company a store-front, non profit, educational group that publishes a funky newspaper and Hewlett Packard Corporation, a more traditional company that manufactures nice shering computers among other things. This, in itself, is significant.

In short, *What To Do After You Hit Return* is destined to become one of those books It is a conglomerate—one of those books that is too big to fit on the shelf so you find it lying about on a table it is eclectic—one of those new not never newsprint catalogs that is crammed to the margins with interesting tidbits and graphics It is a curiosity—one of those books you feel compelled to pick up just to see what is inside and most important it is an educational resource—one of those books that will help you find, obtain, or "get into" new materials for the enrichment of learning.

Bob Kahn
Lawrence Hall of Science
University of California, Berkeley

*****

Game Playing With Computers, by Donald D Spencer 312.95. Spartan Books New York, 1968.

This unusual book completely devoted to computerized game playing introduces more than 70 games, puzzles and mathematical recreations that may be programmed for a digital computer

Over 25 complete programs are presented most of which have never before appeared in computer books Each of the programs includes a description of the game, flowchart, a program written in FORTRAN BASIC a description of how the program works, and output produced by the program In addition to an in-depth analysis of over twenty different types of magic squares and how they may be generated by a computer the book features complete programs for prime numbers Reverse of Scrambleone pick a number blackjack binary card games, the counterfeit coin game and 15 other puzzles

To stimulate the interest of students and beginning programmers and to challenge the ingenuity of more experienced senior analysts senior programmers and mathematicians more than 50 games are presented for computer solution Those include such popular pastimes as Kenro, Roulette Go Chess Nim, Pantomine and Tic Tac Toe

*****

Games Tricks and Puzzles for a Hand Calculator Wallace Judd 100 pp $2.95. Dymax Manlo Park, CA, 1974 (Available from Creative Computing Library See ad)

Any young person who has access to an electronic calculator of any description will find something in this book to challenge and amuse him or her A child just learning the elements of arithmatic will find games and tricks at the appropriate level. At the same time there is at least one game that is sufficiently difficult to analyse so that a trained adult mind will have difficulty in finding a winning strategy (The reviewer admits to not having solved it. Our solution appears in a separate mailing to this magazine.)

There is a rapidly growing literature on the hand calculator but I find this book outstanding because of its attractive presentation and wealth of ideas. For example there is a good chapter on isolating malfunctions which might have been published How to Become the Sherlock Holmes of the Calculator Age. All in all well written and a lot of fun

L.D. Yarbrough
Lexington Mass.

*****

Games Calculators Play Thomas J Seymour 32 pp. $2.00 Seymour Publications (P O Box 1788 Rockford IL 61110) 1975.

I don t know who first turned his calculator around with 0.7734 on it and noticed it now said HELLO" but immediately a new pastime was born calculator word games. Unfortunately the vocabulary is limited to 1 E,H,S L,0 O G and D depending a bit upon the calculator and your imagination

This little book is a collection of 57 simple but clever calculator problems similar to the following: If a man invests $211 943 in the stock market (ENTER 211943) and his stock prices fall 26 percent (ENTER a 26), what does he have" (Answer: BIG LOSS) Also included is an appendix of some 250 words possible to form on a calculator Lots of $379919

David H Ahl
Morristown NJ

*****

Mathematical Carnival, Martin Gardner 18.95, Alfred Knopf New York 1975.

So everyone has a pocket calculator You casually remark at a party that you don t need one of those toys because you can multiply two nine-digit numbers in your head Ha ha. Someone challenges you. Get pencil and paper you say and I ll give you the one nine-digit number and you give me the other." You write 142,857 143 your friend writes, say 123 456 789 Without hesitation you take the paper and write 17,626 684 160 493 827 He takes it off to a corner and after 5 or 10 minutes is back looking at you with more awe than before. Incidentally most small pocket calculators can t handle this problem—too many digits.

Gardner explains this trick along with scores of others such as naming the day of the week for any specified date He also describes the work of Dr Elias a Bertin physician who was talking about blackbythes [male 23 days, female 26 days be believed) way back in the 1800's. Included too are a variety of games including the particularly intriguing "Sprouts."

This book has something for everyone beginner and enthusiast alike You'll enjoy it!

David H Ahl
Morristown NJ

*****

The Computerized Society James Martin and Adrian R. D Norman 560 pp, $12.50. Prentice Hall New York 1970

The Computerized Society is a lengthy book of 29 chapters, divided into three sections which discuss what have become the traditional topics of computer and society Attention is given to the rapid growth of computing in the last 30 years, present application areas the social and philosophical consequences of the new technology and the controls which may be necessary to insure the proper use of computers.

The book ranges from well documented chapters on the growth and uses of computing to the authors rather ambitious attempts at formulating policies which would lead

is a Utopia with the new technology. Too much attention is given to categorizing mankind and then assigning jobs based on the often questionable results of IQ tests.

One problem with books of this type is that they become dated almost before they get into print. For example the quote opening the chapter on Law Enforcement "When little old ladies have to wear tennis shoes so they can outleg the criminals on the city streets there's something wrong with the way we're doing things" is by Spiro T. Agnew. Certainly a better choice could have been made.

The book does give a thorough treatment of all the topics important to computers and society and in general, is useful background material for the professional in computing or the layman concerned about the implications of the so-called thinking machines. Unfortunately given the book's shortcomings it cannot be recommended for general reading.

David L. Feurzeig
University of Wisconsin
River Falls Wisc 54022

*****

Simulation Games in Learning Boocock, S.S. and Sahlid E.O (Eds.) Sage Publications Beverly Hills CA 1968.

In 1968, what *Simulation Games in Learning* was published simulation games—the assimilation of the ancient technique of gaming with the relatively recent technique of simulation—were viewed as an educational innovation. When published the purpose of the book was to present a progress report on this new technology i.e. present a "valid picture of what is known today about simulation games in learning and of current work in the area. The volume actually grew out of two issues of the *American Behavioral Scientist* edited by James S. Coleman.

In 1975, the book has very little new information to offer the educator interested in instructional computing. Most of the research findings have been reported or summarized in more recent publications (See for example *Simulation and Gaming in Social Science* by Inbar and Stoll 1972 or *Simulation Games for the Classroom* by Mark Heyman 1975) In addition only one of the seventeen articles deals with computer based simulation games. In that article Richard Wing describes a small-scale controlled experiment designed to examine the applicability and learning effectiveness of two simulation games—the Snm velan Game and the Sierra Leone Game with sixth grade students. The results of the experiment led the author to conclude that computer-based games can be used in practice even with sixth graders they do teach as well as conventional classroom methods and they seem considerably more effective than conventional methods when the time investment of the student is taken into consideration.

Individuals that have used or run some version of the Snarcian Game (SIMSR) may find this single article interesting since it gives some information on how the simulation game is intended to be used.

Dan Klassen
Lauderdale, Minn.

*****

Math Writing & Games in the *Open Classroom* by Herbert R. Kohl 252 pp. $2.45. Vintage Books by Random House, New York 1974

This book is two small, loosely related works bound in a single jacket. The first part "Approaches to Writing" is partly a rehash of topics in the author's earlier book *36 Children* and is based upon his experiences teaching writing and self discovery to children in a Harlem school, as well as examining seminars for elementary school teachers.

Part II Games and Math, deals with simple inexpensive games for young children which were created by both artists and children and which help make learning about science, geography music and mathematics more fun. Simple versions and modifications of games such as chess, checkers nim Go and Wari are illustrated and discussed. Since the book appears to have been written for the elementary school teacher who has not yet discovered educational games, most of the games are rather tame stuff for the game buff, especially the computer game enthusiast. However there is something here for the expert because Mr Kohl categorizes and discusses games according to *themes, playing boards, games' decision devices, goals* and (most important) *how children learn to play games*. He also illustrates the educational value of games by showing how skills and attitudes can be developed through game playing how games can be made a part of all areas of the curriculum, and what sources teachers can draw upon for ideas and resources for games. The distinctive approach to educational games in this book is that children should be encouraged to create their own games to modify the rules of standard games to suit their own purposes and to play games because they want to, not because it is required by the teacher.

The author discusses the similarities between the way theories are constructed in natural and social sciences and the nature of creating, exploring and modifying games. When creating games, children construct and explore theories perform experiments, make appropriate modifications, and examine the consistency and applications of their theories. Games are shown to be good ways for children to learn how to work together and to make decisions.

While most readers may find a few new ideas for educational games in this book the author's major purpose seems to be that of changing the reader's view of education and educational games and to present some of his own opinions about teaching and learning. This book is non technical and informal and the general reader may find Mr Kohl's approach to games and other teaching strategies in the "open classroom interesting and informative How ever there is no mention of computer-based games.

Frederick R. Bell
University of Pittsburgh

*****

Getting the Most out of Your Electronic Calculator William L. Hosier $7.95 Hardbound $4.95 Paperback. TAB Books, Blue Ridge Summit, PA April 1974

So Uncle Fred has given you a heady-dandy pocket calculator for Christmas or perhaps you are contemplating getting one for yourself or a friend. What now? Is it really worth the money, and just what is it good for except as this season's "in toy?

This book is an attempt to answer some questions about what the little beasts are for and how to make some intelligent use of them. In so doing it points up the amazing variety of hand calculators on the market and their differences and similarities.

The strongest points about the book are, first, it is about the only such book now on the market and second, it has some interesting chapters on applications especially on Income Tax preparation. Of particular interest are photos and manufacturer's blurbs on 27 different models. However this portion of the book is already obsolete because of the dramatic drop in prices and the introduction of new models in the year or more since the book was compiled.

My evaluation of the book is largely negative it is obsolete as was mentioned above although it is intended "to serve as a modern course in general and commercial mathematics", it does not seem well suited for its avowed purpose in is filled with examples but there are no exercises by which a student could measure his skills. It is far better designed as a reference than as a text book

Finally the examples are worked out in terms of a non existent "typical" machine so that each algorithm must be translated into the framework of the user's particular capabilities. On the other hand if you are befuddled by your own calculator and feel you are not getting your money's worth you might to nbeck thin book out. It may be just what you need to get you started using it effectively.

L.D Yarbrough
Lexington Mass

*****

Problems for Computer Solution, Fred Gruenberger and George Jaffray 401 pp. $7.25. John Wiley & Sons New York 1965 (Available from *Creative Computing* Library Sne nl)

A superb selection of 92 problem situations from business and science as well as mathematics. Each problem is well described and specific exercises are identified.

Numerous settings are presented an gnme number applications, decimal representations & probability related problems using random numbers Many business examples are described including nonpersonal interest, dividendn nerting & statistical procedures (queueing curve fitting quality control).

Although finished programs are not presented the problems and suggestions are clear and thorough.

Rank Kepner
Milwaukee, WI

*****

Primer in Computer Utilization Richard F Curtis and Maynard L. Erickson 231 pp $6.95 General Learning Press, Morristown NJ 1974

Fortran IV is introduced by the authors with a non mathematical flair. An attempt is made to develop in the reader a basic level of programming skill by stressing the logic of programming giving experience in writing sample programs and mastering each level of learning before progressing on to the next level.

The reader is led through numerous problem solutions aided by diagrams, sample program printouts and graphic illustrations.

A social science psychology pre-medical or most non-mathematics student may find this primer a refreshing first exposure in the realm of computing at the under graduate level.

Gary D Schafer
Lauderdale Mins. 55113

*****

Computer Algorithms and Flowcharting Gerald A Silver and Joan B Silver 170 pp... $6.95 Gregg McGraw Hill New York.

The authors lead the reader through the steps necessary to logically analyze a problem and formulate it in a fashion which is readily computer-programmable.

The topics covered can be loosely divided into four units. The first is devoted to problem analysis and algorithm development. The second unit involves flowchars preparation including when is sometimes called macro and micro flow charts and a more detailed presentation of specialized flow chart symbols. Programming techniques such as conditional and unconditional branches loops, counters, and arrays are treated in depth in a third unit. A final unit on applied programming logic involves presentation of real life business situations and their solutions using the techniques previously discussed.

Each section in the book contains a set of exercises. The early exercises emphasize the language of nonprinter programming. Later exercises reinforce key terms and provide practice in developing computer algorithms for solutions of problems. The text contains an abundance of clearly presented flowcharts that clarify the programming techniques and examples presented. Two main points about the book are that a person preparing to learn a skill as needed and that the book can be used with a variety of languages such as Fortran Cobol and Basic.

This well written book would appeal in the business department rather than the mathematics department in a school. I would recommend this book for use in a data processing course with access to a computer or as a reference book to be used for the description of flowcharting and problem analysis in the business field.

Bruce W DeYoung
Oakland N J

*****

Mathematics A Human Endeavor Harold R. Jacobs. 529 pp. $8.50 W H. Freeman and Co 660 Market Street, San Francisco CA 94104

Mathematics in the Modern World. Readings from the Scientific American with introductions by Morris Kline 409 pp. $7.00. W H Freeman and Co

Although one doesn't have to know much mathematics to deal with computers, it doesn't hurt to know some. Here are two very attractive books (W. H. Freeman certainly knows how to put out a good looking book) that introduce various mathematical subjects to readers or students who may have missed them or slept through them on the way through school.

Jacobs subtitles his book "A textbook for those who think they don't like the subject" and although I happen to like the subject, I think it is a good book for those who don't. But it is good for people who like math too. His chapter titles suggest what his book covers. 1. The mathematical way of thinking, 2 Number sequences, 3. Functions and their graphs 4. Large numbers and logarithms 5. Regular Polygons, 6 Mathematical curves 7 Some methods of counting, 8 The mathematics of finance 9 An introduction to statistics 10 Some topics in topology Jacobs style and approach are charming. He keeps asking students and readers to think instead of just read. His book is full of good writing (His introductions to logarithms in a gem) it is full of cartoons (Peanuts and others) advertisements, photographs and good diagrams. There is very little here that bears directly on computers but lots of things that people who deal with computers could use. This book is suitable not only as a high school or college text but also in read just for the fun of it. Highly recommended.

"Mathematics in the Modern World" is a book of readings from the Scientific American. Here are articles by Holmes Kline, Davis Ealey, Kac Online Dirac Plastein, Ulam Kemeny and other Biggies. Among the articles directly relevant to the computer field are articles on "Mathematical Machines" (Davis) "Computers (Ulam) "Computer Logic and Memory (Enaual The Uses of Computers in Science (Oettinger) Systems Analysis and Programming (Strachey) Cybernetics (Wiener) Man Viewed as a Machine (Kemeny) and others.

Readers familiar with the Scientific American will know what to expect. Here are well edited and well illustrated articles that no normal person can quite use to learn about a field but which will get somebody started and will be appreciated by experts for saying a lot in a little space and saying it both well and correctly.

The reader who plans to buy this book should note that there are two other books of readings (Information and Computers and Computations Readings from Scientific American) that also collect articles from the Scientific American about computers whose articles tend to overlap the ones in this book. Also Freeman sells reprints of articles from the Scientific American individually. Still this collection is very attractive and reasonably priced.

Peter Kugel
Boston Mass.

CREATIVE COMPUTING Reviews

SPACE: 1999

By Ruth Clark
Contributing Editor

As a substitute for *Star Trek* reruns this season, and network science fiction series called *Space 1999* just doesn't make the grade.

How come? Hasn't it got spectacular special effects like the moon blasting out of orbit, pretty Lunos and Moon Base Alpha uniforms designed by Rudi Gernreich?

True. But these are only superficialities—the external trappings of TV science fiction. Unfortunately *Space 1999* also has infantile plots, boring characters, ridiculous motivation, poor story construction, gadgets for their own sake and a whole wax museum full of unexplained and unbelievable monsters.

Comparing the new show directly to a successful series like *Star Trek* is a good way to illustrate the problems. Let's look at a memorable *Star Trek* monster—the Horta—for example. It wasn't just a soulless beast menacing a group of miners. During the show its intelligence was established. And later it was given believable motivation—that of a mother defending her young.

On the other hand *Space 1999*'s second episode treated the viewer to an old-fashioned horror show featuring an oversized hydra that sucked in human victims and spit out their shattered remains. But no attempt was made to explain what the monster was, where it came from or why. Similar objections can be raised to the other monsters. *Space 1999* parades on the TV screen almost every week. Each is simply a *deus ex machina* brought in to foster a particular story line.

Lively characterization is another missing element in *Space 1999*. One of *Star Trek*'s biggest appeals was the crew of the star ship Enterprise. Spock, Captain Kirk, Dr. McCoy, Uhura and the others all have a psychedelic follow-up today because they are well-defined, complicated personalities.

The staff of Moon Base Alpha, from Commander John Koenig on down, is an International mish-mash of colors that [illegible] the viewer really wants to root for. The female lead, played by Barbara Bain, is colorless and wooden. And the other cardboard characters, with the exception of the base's Commander Koenig, are like interchangeable pawns moved about by the plot.

Koenig himself is another problem. Unlike *Star Trek*'s Captain Kirk, who was allowed some human fallibility, he's never wrong. And his dependable infallibility makes it impossible for the viewer to figure out very quickly where the plot of any given *Space 1999* episode is leading.

Of course, being able to unravel the plot quickly is a definite handicap since the stories on *Space 1999* usually drag—with long slow scenes that barely advance the action. Take the space expedition at the end of episode 6 that went sized hydra was lurking. For 20 minutes there was no action. To make the sequence even slower, it was told as a flashback unaccountably narrated by Barbara Bain who wasn't even present during the expedition.

Repetition of plot devices is another deficiency. One week Alpha is being menaced by a blinking blue light. The next week it's flashing a green light. And in every episode so far the script dredges up the danger of radiation leakage.

It is possible to point out a lot more problems—especially with the show's hardware. First there are those ridiculous little gadgets that the base personnel use to open doors. You'd think that man would have invented something better than a glorified key by the year 1999. In again if one dropped off someone's belt and he were trapped in a room for days before being missed.

Or what about the use of computers in *Space 1999*? Maybe they don't have the technology to match *Star Trek*'s library computer—but they should be able to do better than a machine that prints out its hard copy on what looks like addling machine tape.

And then there are the hand weapons—which are almost identical to present-day staple guns—except that they shoot energy rays instead of staples.

It's obvious that far less thought went into designing believable equipment for Moon Base Alpha than for the star ship Enterprise.

However *Space 1999* does have it all over *Star Trek* in the special effects department. Their moon landings, space-suited moon-surface sequences and atomic explosions are unbelievably good for a TV production.

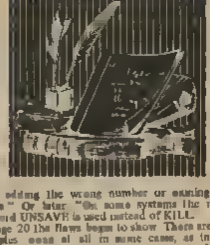
But they don't have the scientific accuracy to match the effects. Isaac Asimov took about 1500 words pointing out those problems in a *New York Times* review of the show more than a month ago. His biggest quarrels were with the number of planets Moon Base Alpha has encountered in such a short time and with the show's inaccurate references to a dark side of the moon.

With a highly successful model like *Star Trek* to crib from the producers of *Space 1999* should have come up with some enlightening science fiction drama. I'm sad that what they have is a bunch of spectacular special effects in search of a decent story line and a few interesting characters.

CREATIVE COMPUTING Feature Review

34 Books on BASIC

Stephen Barrel Gray
Gray Engineering Consultants
260 Norod en Ave.
Darien, Conn. 06820



Installment Number 1

This group review of 34 books on BASIC started in *Creative Computing* Vol 1, No. 3 Five to seven reviews appear in each issue More next issue

> For a future group review of books on applications of BASIC, I would appreciate information concerning such publications. This would include, and only books such as Peckham's *Computers BASIC and Physics* but also applications books not oriented toward any particular language but which could be used with BASIC such as Gruenberger & Gaffey's *Problems for Computer Solution*
>
> Also appreciated is information about books on BASIC in languages other than English.

22. *Fundamental Programming Concepts*, by Jonathan L. Gross and Walter S. Rankard. Pub. Apr 1 1972 by Harper & Rowe New York N. Y 304 pages 6 x 9¼ $9.95 (hardcover)

Some excellent portions but too many difficult areas unexplained far too much extraneous an overly complex material Rating for classroom use B+ for the solitary reader C

On the dust jacket some of the letters of the title are filled in generating a subtitle Fun Programming. This book could be quite a lot of fun in the hands of a good teacher who could explain the hard parts, and cut through the material that doesn't belong. But in the hands of the solitary reader, this text provides more exasperation than fun.

The preface says ' This book is the appropriate length for a concentrated semester course, and could also be used as a self-teaching guide for a motivated person who has a time-sharing service available " Highly motivated that is, and with an IQ above 150

There are ten chapters Elementary BASIC Advanced BASIC Information Processing Character Strings, Mathematical Methods (maxima and minima, approximating functions area graph plotting matrix operations) Simulation Two Puzzles (tele-brain colored cubes) Artificial Intelligence Machine Language, Assemblers and Compilers Programming Languages.

The beginning is good a five-line program that adds two constants using three LET statements on page 2 The next page has a five-liner that finds the product of three constants using READ DATA and LET

Page 8 begins a section on using a terminal, with 11½ pages on remote access, and on writing and running programs. The writing is simple and straightforward with a rare sense of humor The computer does not have extraordinary perception so it cannot detect errors of spacing, like adding the wrong number or naming the wrong variable " Or later "On some systems the more sophisticate word UNSAVE is used instead of KILL

But by page 20 the flaws begin to show There are not enough examples some of all in most cases, as in the paragraphs on relation symbols. Flowcharts are introduced early, but there are only 13 in the whole book.

The first major flaw is on page 25 Line 130 in the PRIME program is not explained it is not readily apparent why I is compared with N-1 rather than just N

If this were the only unexplained program line then little harm would have been done But there are many such puzzlers that only a professional programmer could easily understand and which leave the beginner confused and extrapolated On page 73, the 340 of the BOOK program reads PRINT B;" ";M,O without an explanation that omitting quotes around blank spaces are one way of formatting output. On page 58, BKWRDS prints 20 numbers both forwards and backwards, there is no explanation of a key line, 190 FOR I = 1 to 10, although there are 20 items in the list not 10. This is the introduction to subscripted variables, which need not be so complex with 23 lines and with one line that raises more questions than the program answers. Lines 200 to 220 are also not explained either then in the REM line EXCHANGE ELEMENTS. In general, there is not enough explaining of programs usually only a general description no explanation of the lines that are different from what has been previously encountered, except in a few very rare instances.

There is a group of problems after most of the sections in each chapter, although without answers. Some of these problems are fun high-IQ types only such as the ninth one of page 45 which asks the reader to "write a program that allows a person to play the game of matchsticks against the computer "

In many places, the authors get into areas that are off the track. In the example given for GOSUB and RETURN the book gets off into an explanation of a return address stack. Although some readers may want to know what's inside the machine it is extraneous to the subject at hand at this section on 'subdivisions of the scratch area

By page 54 the reader has become conscious of a writing style that is dry and often stilted "It is emphasized that the computer creates the data stack during computation, before it begins running the program

There are too many tasks that may only confuse the unsatisfied user in using the line READ X,Y,X,Y in explaining RESTORE. This is fine for the high-IQ readers curious about the byways of BASIC but not the average reader

A 37-line program that computes the charges for long-distance telephone calls is used to demonstrate double-subscripted variables Not too difficult, but why use such a long program every time?

By page 69, the authors are through describing BASIC, and go into applications the problems get much harder to this part of the book. Problem 2 on page 76 asks the reader to use data such as 10010 which must somehow be broken down into the individual binary digits, but there is nothing up to this point (or anywhere else in the text) to indicate how to do this.

Many other things are left for the reader to figure out. The only explanation of how bubble-sorting works is one bond sentence and one REM line

The authors are stingy with examples. Built-in functions, such as ABS and SGN, are introduced without any examples of why how and when to use them. There is only one example of a table. There are no examples of PRINT with and without comma and semicolon.

Most of the application programs are much too long and complex to be useful to the beginner who has learned what BASIC he knows from this book. There is little point in using BOOKE, a long library book-availability program that requires such a long explanation and which does little if anything to teach BASIC. There are seven pages on cryptography, which must be a favorite subject of one or both authors, this is usually and end-of-book subject, but here it would as an applicable of strings for other than which it is rather trivial. Page 173 begins four pages of explanation for an archeology program. Only one line is explained in a 99-line program with hundreds of similarities.

The most serious program is in Appendix C, which contains "a complete description and a listing of the DRAIN simulator," a "mythical computer" introduced to help in "developing a little programming skill in machine language. This is quite interesting, but certainly does not belong in a beginning BASIC book. It takes 24 pages in the main text, and all but pages of Appendix C, including a three-page flowchart and a four-page listing of the 265 line program.

The title of the book should be more on the order of "Beginning BASIC with Applications." However this is a good book for advanced work, or for browsing in the applications portions.

There are some unique portions. These are the only authors to distinguish between the use of parentheses and brackets in BASIC noting that "arithmetic expressions use parentheses to indicate the order of evaluation. Function arguments are enclosed in parentheses. Subscripts and dimensions are enclosed in brackets. However, many versions of BASIC allow the programmer to use parentheses and brackets interchangeably."

The authors are (to say) easy to say, "Usually the main concern with a BASIC program is getting it to run successfully, not necessarily most efficiently. Therefore, a higher premium is placed on clarity than upon brevity." They are about in showing how to generate random numbers, but there is no random-number generator in the language or in the book, but see Section 5.5, and is giving 'suggested reading' throughout the text often many of the groups of exercises. They are among the very few to get into the economics of program writing. "The cost of computing is going down and the cost of programming is going up which means that there are fewer and fewer occasions which justify the use of assembly language programming." They are among the very few who discuss the infinite loop. There are five fine pages on debugging, going into hand simulation tracing with PRINT statements, and sample runs.

The last problem in the book is a short one "Write a program that will produce rock and roll music." How can a beginner do this after reading only one page on a program that composes music"? This is very reminiscent of the last section in Kemeny & Kurtz (2), Harmony in Music," which has over three pages on a more difficult area of music with a long program and also a long and careful explanation of it. The last problem in the Kemeny & Kurtz book is much more reasonable "Try the program MUSIC on several melodies and suggest improvements in the program based on your experience."

Chapter 10 on Programming Languages, has a unique and interesting feature in 8-line BASIC program is presented followed by discussions of its equivalent in FORTRAN ALGOL, and PL/I. That's fine, But why follow it with eight pages on SNOBOL?

In trying to be all things to all readers, the authors end in exasperating most of them

* * *

23 Programming Time-Shared Computers in BASIC by Eugene R Burnett. Pub Apr (4 1972, by Wiley-Interscience div of John Wiley & Sons New York N Y 366 pages. 6 x 9, $12.00 (hardcover)

Packs much information into a well-designed book, with many unique features. Rating A

One of the best organized of these books, this is meant to be used (according to the dust jacket) in high schools college math courses, and for self-study it should do admirably for any of these.

A short program is presented on page 4 after a discussion and a flowchart.

The subsequent presentation of programs proceeds slowly and surely, and although the program on page 40 is 61 lines long, it is a very simple program that is easily understood. This payroll program which includes employee Mfm and Deborah Burnett (competitor or child labor?) is modified and enlarged upon up to halfway through the book by which time it has taken on a very new look

There are eight chapters. Introductio n Elementary BASIC Programming Programming Hints, Matrices, Input, Random Numbers and Other Good Features Advanced Examples Advanced BASIC Features Data Files Input/Output Computer Features. The book ends with solutions to selected exercises

There are several sets of exercises in each chapter, presented right after each major statement or group of statements. These exercises are given in a nice variety of the end of the section on GO TO to instance there are exercises on interest test-score averages center of gravity vectors calculating area under a curve and standard deviation among others, and this by only page 60 Some of the exercises are quite far-out, such as the one that asks the reader to "computer the (x,y,z) position of a satellite' given half a dozen parameters.

By page 73 after IF THEN, the author figures it's time for the reader to get a better idea of how problems are solved off the computer so there are 18 pages of "more complex problems," with programs and full discussions on subjects such as loan interest, largest number, depreciation, moving average, linear regression, quadratic equations, and binomial probability

Over 20 pages are devoted to A Bag of Tricks which are "little gimmicks" of the type the reader is urged to "continually develop ' The author discusses first the accumulator which he believes to be "the most important single trick in computer programming than goes into counters, iterative techniques recognizing the end of data, step functions and several others One of the best what of jump employee numbers in the numbers and then hitting the computer out them into numerical order

This is the only book other than those that use MAT arithmetic for business applications, such as accumulating total sales for each retailer, salesmen, production and distribution methods product test data, etc.

Random numbers is an area to which many authors devote a minimum of space Burnett has eight very nice pages.

By page 237 the author decides it's time for advanced examples, and presents 24 pages of problem programs and discussion covering, among others moving averages, sorting, survey analysis, simultaneous equations, Monte Carlo simulation of a business decision random walk, and even simultaneous differential equations a nice batch of sophisticated applications.

The last chapter contains one of the few sections on adding on these books, and the only one to discuss time-sharing contracts.

A unique feature in a service, right up front on page xiii, telling the reader what he can look forward to with a list of Program Subjects, "The following major subjects are illustrated by various examples and exercises throughout this text." There are 54 subjects listed under the headings of business and financial, surveying engineering, mathematics and operations research, and miscellaneous A very nice pre-sell to show the reader what big, exciting things are ahead of him

There are very few things to my against this book and all are relatively trivial. A few statements are somewhat confusing, such as "As important aspect of the READ statement is that the computer has the ability to never read the same DATA entry twice (except under special conditions)" True but the wording is nevertheless confusing. Or the same page " the READ statement can be used as many variables simultaneously as desired" Simultaneously?

Earnest is the most realistic of all these authors. In a forward to the first set of ' mats sample problems," he writes "It is the student's immediate task to simply understand how such a program does in fact, implement each problem begin to understand some of the trickery, chicanery and subterfuge used to accomplish real-life tasks

* * *

24 *Introducing BASIC* by Theodore R Blakeslee H. Pub Aug. 1972 by Educomp Corp 298 Park Road West Hartford Conn. 06119 162 pages 8½ x 11 $4.95 (paperback).

Although these are many good parts the coverage is uneven and the writing often stilted Rating: C

Although this book is not published by a bonk company, it was, according to the preface "written as a general primer for BASIC, and may be used easily with any computer system supporting the BASIC language (although the book was designed around the Edusystem line of computers marketed by Educomp. At the time this book was written both Edncomp and Digital Equipment Corp were using "Edusystem" for their computer systems designed for schools Then DEC copyrighted the name EduSystem so Educomp now uses EDUCOMPUTER

Then are eleven chapters Introduction Fundamentals Communicating (INPUT PRINT TAB) Assignment Statements Control Statements Arrays Functions Subroutines Teletype Graphics, Errors, and Pity the Poor User There are exercises at the ends of chapters 3 through 10, without answers

The preface notes that emphasis is placed on two important aspects the random number generator and terminal graphics Actually, the emphasis is on Teletype graphics (a 20-page chapter) not on the random-number generator (three pages in the chapter on functions)

The cost of the book has been kept down by typing the text leaving the right margin unjustified and doing all the artwork freehand (lines around boxes exponential arrows etc) So the cost has been kept below $5 00 but the appearance suffers The m the only book without consecutive page numbering each chapter starts with page number one each of its

The book is not very well written, at times to be conversational, but still has too much of the pedagogese so the beginner won't find the going very easy in a number of places On the second page The computer language called BASIC is, itself a computer program. It is a very complex program written in a different kind of computer language ('machine language) one that requires great detail when writing a program' This on page 1 2 of a book that is designed to let you obtain a working knowledge" of BASIC "with a minimum of teacher assistance"

Page 13 notes that every statement starts with a line number but gives no examples Nor are there examples of commands which use no line numbers When writing about string constants this is the only author who refers to elsewhere in the book for examples Then just aren't enough examples and in some places none at all

Many sentences leave unanswered questions and therefore tend to be cryptic, such as "You should also note that the characters "12345" in a string (remember the quotation marks) are not the same as the numeric constant 12345 (twelve thousand three hundred forty-five)" And on page 75 "In addition, much of the manipulations also given the constant n raised to a power as the result of manipulations (mystical magical, mathematical manipulations)"

That alliterative phrase is a part of a curious and often awkward writing style that includes, "A discussion of plotting (making understood) is postponed until Chapter 9 In writing about quotation marks in n PRINT statement ' No data is processed, just characters by character regurgitation. A confession "The author has used both kinds of LET statements and prefers the implied LET but must confess to a highly developed sense of laziness." Pedantic "The LET statement resembles the algebraic equation but its operation is one of evaluation and assignment' Confusing 'Try using just a leading comma and no space" (without explaining what a leading comma is) Cute (heading for a printout) "RANDOM NUMBERS (SPECIAL SAUCE)" Or on page 11-3 " for use by people not at all familiar with the mysterious art of programming "

Some of the explanations are not too clear "The comma will control the position of the type element in 14-position line segments." The author is the only one to use technical terms such as *embed* and *hierarchial*.

This is an uneven book too generous in most places (also pages out of proportion) much too skimpy in others (only one flowchart in the book, and that a "minimum)

Program 5 04 as shown will not produce the given output because the STEP of 1/2 is missing from the FOR statement. And if this is supposed to be an enlargement of the previous program the step should be 1/2 not 1/2 Had the author minded the detailed explanation he would probably have realized that he left out the step

There is no mention of the standard table discussion page 63 notes that a program using the given list would have to include DIM A(6) Program 6 01 has a DIM A(9)

The explanation of program 6 02 says The first 10 numbers in the 360 specify how many numbers are contained in each group" Not true they are one less than the required value Later the text notes that line 340 uses I(I)+1 and asks the reader why but never tells him This is an important but unexplained point

The section on bubble-sorting, as the author hand is long and very well explained

The author often gets too far ahead of the reader with complex programs to demonstrate something that could be done much better with a short program The author then fails to answer all the questions the complex program brings up by virtue of its complexity

The chapter on Teletype graphics has sections on more on the TAB function a simple graph plotting with negative values, using Teletype graphics to solve an equation, and printing multiple functions this but with a program of 124 lines five subroutines and 29 GOSUB statements to plot three functions

Chapter 10 on program errors covers debugging with a seven page example of debugging a program The last chapter "Pity the Poor User" covers the documenting of programs with line-wise generalization of programs and output format The opening states This chapter will be regarded by some as a serious and not necessary statement at that However having examined many student programs

The writing is often on the Tom Swift level 'With Kegan mustard and a feeling of dread we type RUN AND THERE IT IS!!" Or this one, "A dummy variable Z is introduced the changes entered, and one more hope runs high"

Appendix A is on Teletype terminals Appendix B lists the BASIC statements call and control commands, and functions, and which of the five TRS-COMPUTERS runs each

There is much emphasis on real simple and understandable program output.

* * *

25 *Computing With the BASIC Language*, by Fred Gruenberger. Pub. Aug. 1972 by Hayden Book Co., San Francisco Calif. 140 pages 7 x 10, $4.95 (paperback).

Good for reading after one or two courses in BASIC or after having some programming experience. Otherwise, too much extraneous (although interesting) material. Rating as a first book C+ as a second or third book, B

A disappointing book, when compared with others by Gruenberger. Although there are many interesting sidelights, they don't belong in a 140-page book "suitable for a one-semester introductory course in computing."

On the plus side, those chapters are of most interest to someone reading this after having gone through one or more other books on BASIC or having had some programming experience. The author is the only one to tell how to find out if the program is in an endless loop. He explains in more detail than most why the conversion from decimal to binary is not always exact. He gives the title and author of the first article on flowcharting. He is the only author to show what should *not* be done in flowcharting.

Gruenberger is the only one to show how to make a timing run. He alone asks the reader to run a program that will demonstrate the range of some of the built-in functions. He is alone in asking "What should we now do?" and takes 3½ pages to answer. There is a fine section on "The Limitations of BASIC." He has one of the few write-ups on machine assembly and high-level language. The first appendix gives three excellent pages on the internal workings of a BASIC time-sharing system.

The main text is set in a typewriter font with handlettering programs and captions in five other kinds of type resulting in an appearance that is less than handsome. There are exercises at the end of each chapter. The last exercise is numbered 310 but there are not 310 exercises, they are numbered 5 10, 15 20 ... on the basis that this provides "for the insertion of new exercises" There are actually 62 exercises.

The exercises are not set off from the text on page 26 for example the exercise runs into the text and on this portion of the text, for one, would sadly be skipped over if the reader is not careful. Actually, the reader may not always be able to tell what is text, or part of an exercise. If the latter, then the exercise contains important information that should be in the text so as not to be missed by the hurried reader who skips the exercises

There are eleven chapters: A First Look at BASIC, Data, Numbers and Variables Flowcharting, More About Writing Programs Looping, Functions Subroutines Problem Solving Debugging, Testing and Good Computing Extended BASIC Features and A Final Word (The Elements of Computing Your Future in Computing). There are six appendixes About BASIC Itself Things to Check For Error Messages, Library Programs Eight Advanced Problems (perpetual calendar elapsed days, change maker etc) and a Commentary on Selected Exercises with answers to only a couple of them

There are only 97 pages of main text or the information has to be squeezed out, with no space for investigating in detail, yet the author keeps straying from the subject at hand, going into areas that should be beyond the scope of such a text.

On a Mile-or-a-min basis, the author starts right off with an 11-line program on page 2 followed by a paragraph of explanation for each program line. This program would be difficult for many readers to understand

Gruenberger is another author who emphasizes the rarity of not allowing a program to end in OUT OF DATA ON LINE XXX saying this is not the most graceful way to terminate a program" adding "But it works and is commonly used.

Is several places he is cryptic " powers of ten and powers of two are incompatible" without further explanation Some programs contain lines that are not explained at all, but whose importance is fun from obvious.

The text begins to get a little murky on page 20 at which point the author gets into probability to illustrate flowcharting, with an example that is neither interesting nor sleepin

As an example of the tersenss of this text the description of formatting with comma and semicolon takes only four sentences and two program lines

The author writes as though he had first made an outline and then filled it in as sparsely as possible The style is rather dry with only an odd item now and then to brighten up the desert

This text seems to be another example of an expert writing for beginners without realizing that he's writing over their heads that they may know absolutely nothing about programming.

Gruenberger doesn't seem comfortable in BASIC For one thing on page 40 he starts using the DO concept in describing a loop

The chapter on Problem Solving with BASIC begins with bracketing which is too much for many beginners, and is poorly explained as are the three pages on Euclid's algorithm, which are very confusing, only a very clever reader could follow the text here

* * *

26. *Business Programming With BASIC*, by George Dicht Pub Oct. 20, 1972, by Becker and Hayes, subsidiary of John Wiley & Sons, New York, N Y, 344 pages 8½ x 11, $8.95 (paperback)

A few good features but mainly a jumbled, distracting mixture of solid masses of text and too many interrupting problems Rating C

The basic idea of this text sounds good it has a "semi-programmed" format with questions throughout each chapter, usually related directly to the text They are multiple-choice and fill-in questions, with the answers at the right side the author suggests covering the answers with "an opaque card while you read the question.

But the questions come so thick and fast interspersed in the text, that it's often difficult to figure out just which is which The questions have a line before and after them but there are often so many on a page that the separation isn't all that obvious

Chapter 4 for example is 23 pages long followed by a five-page review quiz, and then four pages of quiz answers Of the 23 pages, only 13 are text the rest is taken up with 43 questions and answers. The entire book contains 330 questions in text and 66 review-quiz questions Some of the latter provide space for writing in the answer, so some pages have only a couple of lines on them

Each chapter begins with a half page outlining the chapter's contents. There are eight chapters Computers and Terminal Systems, Introduction to BASIC Conditional Transfers, PRINT Statement Iteration FOR NEXT, Library Functions String Manipulation Input/Output Statements Subscripted Variables Advanced Uses of Lists and Tables Subroutines Simulation. The three appendixes are six extensions to BASIC from file processing to PRINT USING, a summary of BASIC and a table of system-dependent features and their parameters for nine time-sharing systems from the B5500 to the XDS S 7

The first chapter is rather messy rambling together a two-long program a description of terminal use examples on two systems error corrections, and too many questions and answers plus two pages on commands and editing features, for both CALL/360 and GE MARK II.

The writing is pedestrian and sometimes confusing, such as "A character is one of the letters from our alphabet a single digit or one of several symbols such as "+ ="

Roughly speaking when a number is stored in memory two digits can be stored in the space required for a single character

The text is typewritten in a type or small that it isn't easy to read especially since there are some very solid masses of type seven inches wide and several inches deep This is perhaps the worst feature of the book the solid chunks of small type

The author gets off to a bad start on the very first question on page 3 asking who developed BASIC The

choices are IBM, Kemeny and Kurtz, or "the creators of Screaming Yellow Zonkers" The rest of the 396 questions are all serious but this first one sets an unfortunate tone

There are 19 unmovable pages at the end of the book, to be taken out so you can refer to one page while answering on another page. Since a duplicate of each of these is included in the relevant chapter, the redundancy seems unnecessary

The first chapter presents READ and PRINT, but then, before making use of either goes into a page and a half about a problem involving discount interrupted by arithmetic questions intended to test the reader's knowledge of basic mathematics.

The first program is nine lines long, an discount off gross cost with a fairly good explanation of the various steps involved but rather long for a first program On this same page the author goes right away into compilation with a long paragraph on source programs compilers and object programs

Four pages are taken up to show the discount program (now called a billing program) as run, corrected mixed and unsaved on *both* the IBM and GE systems, which seems wasteful

There is some confusion as to terminology on page 43 After each line-number there is always an "English word" The word, called a "command," describes the function or purpose of the statement " The author is the only one to use the terms "destructive read in" and "non-destructive read-out" in describing the use of READ PRINT and LET, and is the only one to refer to dummy data as a "trailer" value, to indicate end of DATA

The text constantly refers to "figures" that explain various points such as constants DATA, variables etc But these "figures" are just sections of ordinary text with a line above and below not drawings or charts at all, which is somewhat misleading the style is rather dull such as in the heading for the READ "figure" "Syntax and meaning of the READ statement "

The book's title is also misleading the main text has very little to do with business programming. There are about two dozen complete programs in the book Half a dozen are billing programs the others are on assigning letter grades for a school, compound interest optimal order quantity by search, finding values less than the mean finding values less than the average, frequency tabulation federal income tax the "seventy problem " etc There is also a program that simulates a game of dice and one that writes a song ("Old Macdonald's Farm) to illustrate the use of strings Not much in the way of business programming in these programs but there is in the two or three "programming problems" that accompany each chapter which somehow must rather odd way of teaching business programming As the preface puts it "each chapter concludes with a set of suggested programming assignments of varying difficulty These assignments are designed to put the student's learning to the acid test The programming assignments include data and correct answers for the problem " These programming problems are on computing unit price of supermarket items monetary conversion future values of investment, assigning letter grades payroll program depreciation true annual interest mean and standard deviation rate of return on an investment load receipts for a week main report bubble sort optimal replacement policy maximum and minimum GPA production costs simulation program for inventory problem

The sixth program is 44 lines long, but it's not too hard it assigns letter grades depending on the student's numerical course and is mainly IF and DATA statements. The 17th program is quite complicated 50 lines on an extended grading problem. Yet it does little other than determine the student's grade and then list the various grades according to grade groupings.

This is one of the five BASIC books without an index making it difficult or impossible to look up anything, except by spending much time searching the contents pages.

The jumble of text and questions is very hard to follow without getting lost or bored to death, or both The book is needlessly confusing, and should have been heavily edited, set in book type the padding removed, and the dull text improved But would it be worth the trouble?

* * *

27 Entering BASIC by John K Sack and Judith L. Meadows Feb. Dec. 1972 by Science Research Associates Chicago Ill., 133 pages 7½ x 9¾ $4.95 (paperback)

One of the best if the reader is very knowledgeable Not not enough detail for a beginner Rating for a programmer A, for a beginner C

A mixed bag with some fine portions, and a profusion that reads beautifully " BASIC is an ideal first step towards more complicated programming languages such as FORTRAN, COBOL, and ALGOL Like the Roman god Janus who faces both ways BASIC faces the needs of those just entering the world of automated data processing as well as those departing for its more stratified plateaus."

This book complements C W Gear's *Introduction to Computer Science* (also from SRA 1973) The book is frequently referred to for detailed discussions of specific points that go beyond the scope of the book. The two books are however mutually independent.

There are twelve chapters Fundamentals of Computing Interactive Processing, Introduction to BASIC Assigning Values to Variables Input/Output Program Control, BASIC Functions Subroutines Array Handling, String Manipulation Advanced Features Debugging Aids. There are two appendixes A Summary of BASIC Features and Solutions to Selected Exercises A 31-item glossary ends the book

The book opens with a very readable style and a nice flow to the language There is an excellent section, possibly the best, on Rules of Preference for arithmetic operators. The authors are among the few (9 of the 34 books) to introduce string constants and variables along with numeric constants and variables rather than much later in the text, or not at all.

However, early in the book things begin to go a little too fast for comprehension, and without explaining terms. For example, "assembly language. is never explained adequately in a section that would be difficult for most beginners, although not for a programmer And yet the preface indicates that the book is for "the newcomer to computer science." The anthem jump into executive commands without suitable preparation or explanations, without a word on how to enter those commands or on what.

The first exercise is rather silly on page 19 "To apply your newly learned wisdom the next time you hear people talking computer jargon casually drop the following: The other day I was communicating via teleprocessing lines with our time-sharing system in ——— I logged on with the system executive ——— entered my program and compiled it using the BASIC compiler " Or are they pulling the reader's leg?

The first program on page 21 is seven lines long and prints the square roots of 1 through 5 The explanation of these seven lines is mixed on with a four-page general discussion of the elements of BASIC and gets lost in the shuffle

The program on page 39 on average rainfall is too complex for many beginners to read too much too soon

Because of its lack of detail and inadequate preparation for the programs presented the book is not suitable for beginners unless a teacher is available for filling in the gaps and answering questions On the other hand, this is one of the best books for the knowledgeable reader such as a programmer looking for a quick introduction to BASIC

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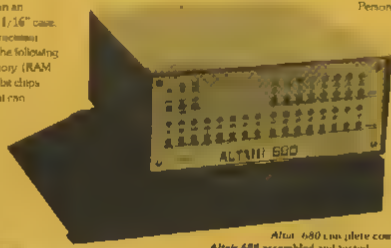
Today MITS is announcing the Altair 680.

The Altair 680 built around the revolutionary new 6800 microprocessor chip is the lowest priced complete computer on the market. **It is now being offered at the special low price of $345!**



The Altair 680 comes with power supply, front panel control board and CPU board enclosed in an 11" wide x 11" deep x 4 11/16" case. In addition to the 6800 microprocessor the CPU board contains the following:

1. 1024 words of memory (RAM 2102 type 1024 x 1 bit chips)
2. Built in interface that can be configured for 10/2.5/2 or 20 mA Teletype loop or 60 mA Teletype
3. Provisions for 1024 words of ROM or PROM

The Altair 680 can be programmed from the front panel switches or can be connected to a computer terminal, Teletype or CRT, an ASR 33 or surplus TWX/teletype Model 33 ASR.

The Altair 680 can be used in many control and industrial applications or can be used as a development system for Altair 680 CPU boards. With a cycle time of 2 microseconds, 16 bit addressing and the capability of directly addressing 65,000 words of memory and a virtually unlimited number of I/O devices, the *Altair 680* is a very versatile computer!

Altair 680 Software

Software for the *Altair 680* includes a monitor on PROM, assembler, debug and editor. This software will be available to *Altair 680* owners at a nominal cost.

Future software development will be influenced by customer demand. MITS will sponsor extensive software contests to encourage the rapid growth of the *Altair 680* software library. Programs in this library will be made available to all *Altair 680* owners at the cost of printing and mailing.

Altair Users Group

All *Altair 680* purchasers will receive a free one year membership to the Altair Users Group. This group is the largest of its kind in the world and includes thousands of *Altair 8800* and *680* users.

Members of the Altair Users Group are kept abreast of Altair developments through the monthly publication *Computer Notes*.

Altair 680 Documentation

The *Altair 680* kit comes with complete documentation including assembly manual, assembly hints manual, operation manual and theory manual. Assembled units come with operation and theory manuals. Turnkey models and CPU boards also include documentation.

NOTE: *A complete set of Altair 680 manuals in a 3-ring Altair binder is now available for $14.50 (regularly $25) Offer expires January 30, 1976*

Delivery

Personal checks take 2-3 weeks to process while money orders and credit card purchases can be processed in 1-3 days. Delivery should be 4-6 weeks but this may vary according to order backlog. All orders are handled on a first come first served basis.

Altair 680 Prices

Altair 680 complete computer kit.	$345
Altair 680 assembled and tested	$420
Altair 680T turnkey model (complete *Altair 680* except front panel control board) Kit Only	$290
Altair 680 CPU board (including pc board, 6800 microprocessor chip, 1024 word memory, 3 way interface and all remaining components except power supply)	$195
Altair 680 CPU board assembled and tested	$275
Option IC socket kit (contains 40 IC sockets. CPU, memory and PROM sockets come with 680 kit)	$ 29
Option cooling fan (required when expanding 680 internally)	$ 22
Option cooling fan installed	$ 36
PROM kit (256 x 8-bit ultraviolet erasable 1702 devices)	$ 25
Connectors (Two sets of 24 pin connectors. Required when interfacing 680 to external devices)	$ 22

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MAIL THIS COUPON TODAY!

☐ Enclosed is check for $
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☐ Kit ☐ Fan ☐ PROM kit ☐ IC sockets ☐ Special
☐ Send me more information

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